

Ad Astra Academy Trust

Guidance for Local Governance February 2018 (Version 11)

***'If you don't work hard at building multi academy trust, it's difficult to be a great Multi Academy Trust.'* CEO of another regional Trust**

Ad Astra Academy Trust has been managing governance across the Trust for a year now and it has been successful but also a very steep learning curve. You may recall an early version of our governance guidance suggested much of the content to follow, but I was persuaded through our consultation with governors to reverse these changes. In retrospect I believe the Trust should have undertaken a more detailed growth plan and for this I apologise. Governance has become a very expensive outlay and one where as CEO I believe we can make efficiencies without impacting on outcomes. I do not want to increase staffing for governance clerking as this outlay would inevitably increase any funding required from schools. I believe it is time to review our approach as part of our growth strategy and efficiency savings.

By the end of March 2017, we will have clerked and minuted 49 governing body meetings. We will have provided over six hundred hard copies of papers for each of these meetings. We will have supported meetings with key members of our Trust management team to articulate papers pertaining to their individual area of responsibility. In September 2018 it is likely there will be two new schools in the trust, maybe more, which will significantly put a significant strain on our capacity, costs and service for governance.

We trialled a model of governance in Brougham Primary School 2017-18 that has been very well received by governors and the school and one which we would like all schools to consider or trial going forward. The headteacher of Brougham, Julie Thomas stated in January 2018; "Our pilot for governance has been very successful. The whole governing body meets twice per term with an alternate focus upon Raising Achievement or Finance-General Purposes. I provide my termly Headteacher's report at the second of each term's meetings. This has proved to retain the rigour of the challenge and support of school governance and hasn't affected the capacity of leadership within the school and our very committed volunteer governors. There is now no need for our sub-committees resulting in fewer meetings and everyone now is aware of all the issues we discuss. We would like to continue this in 2018-19 and I will be recommending it to my colleague headteachers."

I would therefore like trustees and governors to consider the following proposals that our central team from September 2018 move to the amendments below either in every school or in those who wish to trial this new way of working, regarding our management of governance;

- 1. Trial One: The Trust will clerk a maximum of two meetings per term from September 2018. Chairs of Governors and headteachers can determine which ones they are in advance. Any other governing body meetings required must be subsequently clerked and minuted by school administration staff and approved copies of minutes forwarded to the Trust (Trust staff can provide training).*

2. *Trial Two: For the above respective meetings clerked and minuted only an electronic copy of each paper will now be forwarded to the school and it will be the school's responsibility to copy and forward to governors in time, at least 5 days, before each meeting.*
3. *Trial Three: Meetings will be scheduled at the start of the academic year and if headteachers or Chairs of Governors change the date after these have been set, (unless it is due to unforeseen circumstances like Ofsted or school closure due to inclement weather for example), they may have to clerk these meetings themselves if Trust staff are subsequently unavailable or another planned meeting is taking place.*
4. *Trial Four: Senior managers from the Trust will ordinarily not present any papers to governors that they have produced for each meeting, we believe these can often be presented by the headteacher having been previously briefed on the content. We are though mindful there will be many occasions where it will be necessary for senior trust staff to attend some meetings and this can be requested by the headteacher or chair of governors. Good examples of this may be during decisions on budget setting, capital funding or staffing restructures.*

This guidance is provided for new schools who join Ad Astra Academy Trust. It is not intended as proposals Ad Astra will expect to see, as clearly there are strong models of governance within the trust. It is to support schools joining the trust in continuing our consistent approach to local governance. In January 2017 Ad Astra Academy Trust consulted with local governing bodies and schools on a consistent approach to local governance going forward. The revised paper below takes into account the views received during this consultation.

Ad Astra Academy Trust fully believes in local governance. This paper describes how the trust can govern our schools locally in a consistently strong way. Local governance is where we gain parental, staff and community views. It is also where these stakeholders challenge, support and approve through decision making processes and this is vital for our success. Lord Nash in the revised DfE Governance Handbook (January 2017) stated; *"Governing boards are the strategic decision makers and vision setters in every school and academy. They play a vital role in ensuring the best possible education for every child by creating robust accountability for school leaders. Crucially, that means using and being familiar with objective data on the performance of pupils, teachers and finances to ask the right questions and ensure resources are allocated to school priorities. It also means ensuring that schools prepare pupils for life and the workplace by building their character and resilience and by implementing their Prevent duty to protect them from the risks of extremism and radicalisation. As we move towards an increasingly school-led system, the importance of the boards' role will only continue to grow. A school-led system doesn't mean schools working in isolation; it means schools that are fully integrated with their local community and, crucially, connected with and learning from each other. The principles of effective governance are well-established and increasingly understood. But governing a group of schools is different to governing a single school. All boards, however many schools they govern, need people with skills appropriate to the scale and nature of their role."*

The MAT board that governs the trust through local governance structures gains a more strategic perspective and the ability to create more robust accountability through the opportunity to compare and contrast between schools. The local governing boards that decide to join a MAT are relieved of the burden of ultimate accountability and some may welcome responsibility for financial and other corporate functions being carried centrally, leaving them freer to focus on pupil progress and attainment. The DfE Governance Handbook also states; *"Every effort should be made to ensure the*

school's ethos promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs; and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010 and accompanying guidance. The governance should ensure that the spiritual, moral, social and cultural development of pupils includes references to promoting British values. This ethos should be reflected and implemented effectively in school policy and practice so that there are effective risk assessments in place to safeguard and promote students' welfare."

This paper should be read alongside the DfE's '**Competency framework for governance**', which describes the knowledge, skills and behaviours needed for effective governance.

Why the need for a governance review?

Ad Astra will in 2019 work across three local authorities, with three slightly differing systems of local governance. There have also been occasions where trust governance and local governance procedures have overlapped, breached confidentiality and created confusion. We need an agreed, consistent approach which links to our scheme of delegation, but also allows schools to have flexibility. We also need to continue to improve standards in all schools and that includes making local governance consistent, efficient and effective. We also need to reduce duplication at a local level and at the trust board. A result of the consultation was that headteachers strongly value the challenge and support that local governance gives. We also know the political agenda is to cut future funding in local authorities, so we need to seize this opportunity to support our schools now. This paper has the aim of making local governance more manageable, efficient and as such impact more on the outcomes of the school. As a reminder, the Multi Academy Trust (MAT) is the ultimate accountable body, the local governing body (LGB) is a committee of the trust board and has delegated responsibility (but not accountability). Trustees approved in October 2017 a more refined scheme of delegation (SOD) (Appendix D- attached).

Ad Astra Academy Trust Local Governance

1. **Post-Conversion-** Ad Astra Academy Trust **will** continue to adopt each school's LGB on conversion. The MAT board is accountable for all the academies within the trust. However, Ad Astra have chosen to delegate some governance functions to local governing bodies.
2. All LGBs, will continue to have **four core functions**:
 - 2.1. Ensuring clarity of vision, ethos and supporting the strategic direction of each school, which includes school improvement planning and monitoring of progress towards this;
 - 2.2. Holding the headteacher to account for the educational performance of the school and its pupils, including behaviour of pupils and the performance management and conduct of staff;
 - 2.3. Overseeing the financial performance of the school and making sure its money is well spent.
 - 2.4. Ensuring a corporate responsibility for safeguarding children following the guidance in the DfE document 2016, 'Keeping Children Safe in Education.'

3. **Strong Governance**- If members of the trust are informed that any trustee or local governor are **acting in a way that is contrary to the ethos** of the trust; Ad Astra Academy Trust will follow the guidance in the DfE Governance Handbook and DfE's 'Competency Framework for Governance'. Governors and trustees if concerned that a trustee, governor or potential governor may have links to extremism or that child might be at risk of extremism, or if they have any other concern about extremism in a school are asked to contact the helpline at counter.extremism@education.gsi.gov.uk or on 020 7340 7264.
4. **Governor's relationship with school leaders**- 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. LGB's should work to support and strengthen the leadership of the headteacher, and hold them to account for the day-to-day running of their school(s), including the performance management of staff. Governors 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. However, since the trust is responsible in law for the school, the trust may need to intervene in operational matters if a circumstance arises where, because of the actions or inactions of the headteacher or local governing body, the school may be in breach of a duty if the trust did not intervene. Having advised the LGB, the headteacher must then comply with any reasonable direction given by it.
5. **School visits** - 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. 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. Some of our schools have a *Draft Protocol for Governors* which is good practice. (During 2018 these will be shared at a Headteacher Board to agree upon a Trust model protocol.)
6. **Skills**- The LGBs will be made up of people that that **reflect the needs of the school**. (These may well of course be all current governors who have transferred across to the new board at the point of conversion). They may also include MAT trustees but can be anyone that governors elect for their skills and are approved by trustees. Local governors are not trustees of the MAT unless they also sit on the MAT board itself. The Trust board determine which governance functions they delegate to the LGB. Ad Astra will delegate responsibilities in proportion to the strength of individual academies and the skills and expertise of their local governors. The articles of association refer to 'Local Governing Bodies' but as the trust are responsible for the constitution of the LGB they can 'be established solely for the purpose of fulfilling an advisory function to the board of trustees.' Section 104 AoA. A Chair and Vice-

Chair will be appointed at the first meeting post-conversion. These appointments require final approval of trustees.

- 7. Membership-** The DfE requirements for trust boards will also be maintained in our LGBs in that there will be no higher than 30% employee and 20% local authority influenced **membership**. The DfE Governance Paper 2016 suggests that; '*All boards of maintained schools, academies and MATs should be tightly focused and no larger than they need to be to have all the necessary skills to carry out their functions effectively, with every member actively contributing relevant skills and experience*'. In general, the DfE believe that smaller boards are more likely to be cohesive and dynamic, and able to act more decisively. Local Governing Bodies cannot afford to carry passengers. Therefore, we have agreed that the **minimum** size of a LGB within Ad Astra will be 7* and will include the following members. Ad Astra would hope that all schools eventually have a trustee on their LGB which will encourage communication and collaboration. Each LGB may appoint further members or Associate Board members with no voting rights, if they feel this adds more skills and expertise. Below is the suggested *minimum* membership breakdown;

Headteacher @ 1

Staff Member @ 1

Parent Member @ 2 or (3 in the case of only 4 community members)

Community Member @ 2 or (3 in the case of only 2 parent members)

- 8. Quorum and Governor Development-** As we value the work that our local governing bodies currently do, if more than 7 current governors wish to stay on any LGB post conversion this is acceptable, with the suggestion that no new appointments shall be considered until numbers fall below the above requirement for any given academy or local governing bodies wish to extend the skills and expertise of the LGB based upon the DfE Competency Framework. We do not want to lose committed volunteers. These new appointments can be put forward by the LGB but as stated earlier must be approved by Trustees. There will be a minimum quorum of 50%** for the LGB. It is expected that the good practice that exists currently of linking members to key areas or core subjects will continue. It would also be recommended that two or three LGB members are well prepared for Ofsted requirements. In fact, it is the intention that the trust will provide annual governor training especially for induction, safeguarding and in preparation for Ofsted. We will provide essential training where required or sub-contract this from elsewhere, governors will not be able to access LA support or CPD unless this is paid for. A training schedule will be planned with bespoke packages if required. Ad Astra will want to avoid complications which may arise when considering staff influence when LGB's are essentially holding the school (and therefore the staff) to account. ****A quorum of 50% for efficiency in getting business transacted and approved has been agreed, but one where there is not a majority of staff present.** We intend to liaise with each governing body on an individual basis re. **associate members** and it is recommended that they only are appointed where there is a specific skill gap and they probably should only vote at sub-committee level, not at a Full Governing Body.

9. **Meeting Schedule-** From 1st September 2018 or Summer Term 2019 a maximum of 6 meetings per year will be clerked by Ad Astra Academy Trust staff and as such academies will not have to buy in to an SLA with their local authority. This will be an *entitlement* and not be charged as an SLA to the academy. Current LA clerking arrangements are often only geared towards LA maintained schools; Trust and LGB meetings will be clerked by trained central trust staff that are not involved with decision making at any level. We have commissioned a national organisation to provide a governor's termly newsletter with up to date DfE legislation and updates, this will be forwarded to governors by the clerk. We believe the national political agenda will probably mean support for local governance from local authorities over time is likely to diminish.

10. **Flexibility-**We need our head-teachers to focus upon teaching, learning, progress, behaviour and safeguarding and to support this we will provide flexibility for schools. We also wish to reduce the time headteachers spend on preparing for governor's meetings, but not reduce the challenge and support they need from local governance. Ad Astra agrees that governors can now have the flexibility to invest more time into two LGB termly meetings. Although the consultation in January 2017 suggested most schools would prefer also retaining at least two sub-committees (one school wished for a third-Pastoral) and this is clearly still agreeable if the school clerks these meetings and provides approved minutes for the Trust. In our pilot at Brougham Primary School, the two sub-committees suggested below were linked to the two main half-termly governing body meetings as follows;

a) *Finance, staffing and resources* - the suggestion is for these to be discussed probably a minimum of twice a year in January and June, the reason being the budget runs from September and any variances are unlikely to be noticed in the first three months.

b) *School Improvement, Standards and/or Pastoral-* likely to be discussed three times a year possibly in September, January and May, but this is flexible.

Governors now have the flexibility regarding which items each meeting covers and also when, during each term. If schools retained their sub-committees some of the above areas could be delegated of course to sub-committees.

11. **Other Standard Committees-** Each LGB will be expected to have two other committees. The *Headteacher Performance Management and Pay Review Committee* which will take place in each school in the period July-November by a small committee agreed by the LGB and it is recommended that the CEO is invited. Also, the *Pupil Welfare Committee* which will be convened as and when required for pupils close to exclusion or have been excluded. These shall be both clerked by the school.

12. The **terms of reference** and responsibilities for each LGB are as follows. Some of these could be delegated to sub-committees as identified below. Schools are flexible to approach this in a way that suits the local governing body best. Possible draft agendas and '**Must Do**' for each term's LGB or sub-committee meetings are enclosed as appendices, which will be continually modified as we develop further our trust policies and procedures.;

General Responsibilities

Finance, staffing and resources

- To ensure the local governing body have undertaken a skills audit annually.
- To ensure that priorities identified in the School Development Plan are reflected in the annual budget.
- To consider the budget allocation from the Education Funding Agency (EFA) and recommend approval to trustees a budget for the financial year on behalf of the LGB.
- To monitor the agreed budget by examining financial statements and budget reports during the year and reporting any issues to the trustees/ LGB. The day to day management of the budget is delegated to the Headteacher.
- To consider financial forward planning reports and make appropriate decisions to ensure the school can set a balanced budget.
- To consult with the Trust in relation to the school's charging and remissions policy.
- To consult with the Trust in relation to the charges for lettings.
- To monitor and challenge the use of Pupil Premium funding in order to ensure money is allocated according to need.
- To monitor and challenge the use of the PE and Sport Premium Grant funding.
- To ensure Trust financial policies and procedures are implemented within the school.
- To review audited accounts of the school and ensure any local recommendations are implemented.
- To annually review the staffing structure ensuring affordability, impact on learning and value for money. (For all schools the headteacher position will need to be a trust decision and for sponsored schools the staffing structure will be reviewed in conjunction with the trust)
- To be responsible for considering, amending and adopting non-curriculum policies and procedures to ensure compliance with legislation.
- To agree and ensure the implementation of the Trust pay policy.
- To implement the Trust's HR policies and to ensure that they correspond with the School Development Plan and the Trust Pay Policy.
- To ensure that the annual salary statements for teaching and leadership team staff are completed.
- To receive reports regarding staffing issues and developments at each meeting.

- To agree the uniform policy for the school.
- In conjunction with the Headteacher and Academy Head of Operations, to identify and procure additional services required by the school over and above those procured centrally by the Trust, ensuring value for money.
- To ensure that the Trust performance management policy is well managed, and procedures are implemented across the school. To receive reports from the leadership team in relation to this.
- To ensure the school maintains a single central record of recruitment, accurate staffing files and pre-employment checks.
- To review the information on the school website.
- To consider publicity and promotion of the school.
- To agree, in conjunction with the Trust a Site and Facilities Strategic plan and receive reports in relation to this.
- To ensure the Health and Safety policy and procedures are implemented across the school and these are reviewed.
- To ensure an emergency plan is in place for the school and that this is tested and reviewed.
- To determine the development needs of governors and request an appropriate programme of support is in place from the Trust with regards to this.
- To monitor the development of any extended services.
- To ensure GDPR regulations are being adhered to.

School Improvement, Standards and/or Pastoral

- To develop, implement, monitor and review a broad and balanced curriculum policy suite including those required by statute and to review these annually.
- To determine a local vision for education in conjunction with the Trust.
- To approve and monitor the School Development Plan in conjunction with the Headteacher and identify actions to address areas of weakness.
- To monitor progress towards educational targets including any additional actions being taken to address underperformance.
- To monitor the progress of specific groups of learners particularly those identified as pupil premium children and to ensure strategies are in place to narrow the gap where appropriate.

- To monitor the impact of the Pupil Premium grant on pupils' learning and attainment.
- To approve and monitor the School Self Evaluation (SEF) and identify actions being taken to address any areas of weakness.
- To monitor and review the curriculum provision in school.
- To consider and monitor the impact of staff policies/decisions on the curriculum.
- To advise in relation to resources in the various curriculum areas.
- To review and monitor the ethos and school mission statement.
- To receive internal and external monitoring reports on curricular areas.
- To consider data dashboard, IDSR, ASP and DfE reports.
- To hear any complaints against the curriculum.
- To receive reports on PE and opportunities for sports enrichment including impact on raising pupils' achievement and physical wellbeing.
- To ensure links are developed with the local community, industry and commerce.

Pastoral

- Agree a written statement of behaviour principles in conjunction with the Headteacher and report recommendations.
- To review attendance of pupils on a termly basis.
- To ensure that the Self Review Audit Report for Safeguarding and Child Protection is completed and submitted to Trustees on an annual basis.
- To develop an inclusive academy ensuring the implementation of relevant local and statutory obligations.
- To monitor the effectiveness of inclusion strategies.
- To review and recommend the Home School Agreement and ensure that appropriate consultation is carried out with parents.
- To receive reports on communications with parents including consideration of any analysis of questionnaires to parents and Parent View.

- To review and monitor exclusions.
- To consider parental representation with regards to exclusions.

13. The Headteacher Performance Management and Pay Review Committee will meet formally at least once a year in the period from July up to November after the published DfE outcome data (any decisions on pay will be back dated to 01.09 if appropriate). It is of course good practice to have a mid-year review of progress towards these targets. The quorum is suggested again as a minimum of 50% (not to include staff governors). There is an expectation that the CEO will be present for each headteacher's review meeting and target setting to ensure consistency and to support the governing body. The responsibilities of this committee are as follows;

- To meet with an appropriate external partner (such as SIP, external advisor, CEO or another headteacher) to discuss and agree the Headteacher's performance management targets.
- To monitor the Headteacher's performance against the targets set.
- To implement the Trust pay policy for all staff and ensure that teaching staff and leadership group posts receive salary statements as required.
- Review the salary of the Headteacher in conjunction with Trust agreed guidelines.
- To review the salary of other posts within school in accordance with the conditions set out in the relevant pay and conditions of service.
- To receive reports from the Headteacher on staff performance management.

14. The Pupil Welfare Committee will meet formally as and when required. The quorum is suggested as at least 3 governors, but not the headteacher. The responsibilities of this committee are as follows;

- To consult with the CEO alongside the above committee to consider a decision of a headteacher to exclude a pupil for more than five days in one term and to permanently exclude+ a pupil. (*Where parents opt for an independent appeal, the Trust will arrange this, but costs must be met from the school's individual budget.*)
- To consider the needs of pupils who are in danger of exclusion prior to formal proceedings

+ In the case of permanent exclusions Ad Astra will follow local authority and DfE agreed arrangements.

15. Trust Committees- Each LGB will be asked to nominate up to three board members to sit upon the following trust *** committees. (***)There is no longer a need for these committees to be

sourced from school LGBs, they meet so infrequently that they will be held in the trust central offices with trustee representation). If these committees were due to meet the Trust will have identified members already agreed with nominated substitutes. The three committees are as follows;

- Nominating
- Hearing
- Appeals

Each of these committees will be formed by trustees and members of LGBs within the trust and must represent at least two LGBs across the trust including the school concerned. The quorum is suggested again as 50%.

15a. Nominating Committee-

Committee Responsibilities

- To consider the overall staffing needs in light of the school's budget, desired staffing structure, leadership structure and curriculum requirements etc.
- Establish whether a potential redundancy situation exists.
- Liaise and consult with trust, unions and staff (via the Headteacher if the committee so determines) and consider any representations from staff and unions.
- Consider any alternatives to redundancy.
- Consider any applications for voluntary redundancy.
- Determine the criteria which are to be used to select a post to be made redundant.
- Set the overall timetable for redundancy.
- To determine which employees are proposed to be made redundant on the basis of selection criteria set by the initial/nominating committee.
- Arrange for the selected employees to be notified (via the headteacher).

15b. Hearing Committee-

Committee Responsibilities

- Consider any representations made by a member of staff on the proposal that he/she be made redundant or dismissed.

- Determine whether the dismissal proposal should stand or not.
- Arrange for the employee to be informed in writing of the decision and the reason for it (via the Headteacher).
- To hear cases under capability, grievance or disciplinary as well as any other cases arising from Trust policies and procedures.
- To deal with any complaints received in school under the agreed complaints procedures.

15c. Appeals Committee- Quorum 3

Committee Responsibilities

- To consider any appeal made by a member of staff on the proposal that he/she be dismissed or made redundant.
- To determine whether the appeal should be upheld or not.
- Arrange for the employee to be informed of the decision (via the Headteacher).
- To hear appeals under capability, grievance or disciplinary as well as any other cases arising from HR policies and procedures.

16a. **Appendix A- Suggested Guidelines- Agenda Autumn LGB Meetings** - Some of these items could be delegated to a sub-committee. **Must Do's** for this term are highlighted in bold.

- I. Apologies
- II. Declarations of Interest
- III. Minutes of the last meeting
- IV. Matters Arising
- V. Headteacher Report**** to include the following (****The Headteacher Board will work on using the best practice that currently exists within the trust and co-construct a similar and efficient report for LGBs in 2018);
 - **Unvalidated Data Outcomes including attendance and behaviour**
 - **Estimated Outcomes for the following July**
 - **Final review of School Development Plan previous year**
 - **Present new School Development Plan for approval**
 - **SIP/external challenge visit report**
 - Staffing Update
 - **Pupil Premium Website statement and spending proposal**
 - **Sports Premium Website statement and spending proposal**

- Curriculum and Activity update
 - **Performance Management update**
 - **Website compliance statement**
 - Trust links and updates
 - Safeguarding
 - **SEF summary**
 - Behaviour and Exclusions
 - Home School Agreement and Uniform updates
 - Parent View update
- VI. Budget monitoring, audit, charges, remissions and lettings issues
 - VII. Staffing Structure
 - VIII. Estates
 - IX. Health and Safety including Emergency Plan
 - X. Policy Updates and approval
 - XI. Complaints
 - XII. Reports on LGB member visits to academies and CPD
 - XIII. DfE, LA and Trust Updates
 - XIV. Particular local academy items and response to trust decisions
 - XV. Governor training and development
 - XVI. Minutes available to be published
 - XVII. Date and time of next meeting

16b. **Appendix B- Suggested Agenda Spring LGB Meetings** -Some of these items could be delegated to a sub-committee. **Must Do's** for this term are highlighted in bold.

- I. Apologies
- II. Declarations of Interest
- III. Minutes of the last meeting
- III. Matters Arising
- IV. Headteacher Report**** to include the following (****The Headteacher Board will work on using the best practice that currently exists within the trust and co-construct a similar and efficient report for LGBs in 2018);
 - **Data Dashboard Outcomes including different groups and attendance and behaviour**
 - **Progress towards outcomes in current academic year in each year group**
 - School Development Plan progress update
 - **SIP/external challenge visit report**
 - Staffing Update
 - Curriculum and Activity update
 - **Performance Management compliance update**
 - **HT Performance Management Targets**
 - Website compliance statement
 - Trust links
 - Safeguarding
 - **SEF summary**

- Behaviour and Exclusions
- Views of Stakeholder updates
- V. Budget monitoring, audit, charges, remissions and lettings issues
- VI. Staffing Structure
- VII. Estates
- VIII. Health and Safety including Emergency Plan
- IX. Policy Updates and approval
- X. Complaints
- XI. Reports on LGB member visits to academies and CPD
- XII. DfE, LA and Trust Updates
- XIII. Particular local academy items and response to trust decisions
- XV. Governor training and development
- XIII. Minutes available to be published
- XIV. Date and time of next meeting

16c. **Appendix C- Suggested Agenda Summer LGB Meetings** -Some of these items could be delegated to a sub-committee. **Must Do's** for this term are highlighted in bold.

- I. Apologies
- II. Declarations of Interest
- III. Minutes of the last meeting
- III. Matters Arising
- IV. Headteacher Report**** to include the following (****The Headteacher Board will work on using the best practice that currently exists within the trust and co-construct a similar and efficient report for LGBs in 2017);
 - **Early indication of possible outcomes including different groups, years and attendance and behaviour**
 - **School Development Plan progress update**
 - **SIP/external challenge visit report**
 - Staffing Update
 - Curriculum and Activity update
 - Performance Management compliance update
 - Website compliance statement
 - Trust links
 - Safeguarding
 - **SEF summary**
 - Behaviour and Exclusions
 - Views of Stakeholder updates
- V. Budget setting for next year, including estimated outturn, monitoring, audit, charges, remissions and lettings issues
- VI. Staffing Structure
- VII. Estates
- VIII. Health and Safety including Emergency Plan
- IX. Policy Updates and approval
- X. Complaints

- XI. Reports on LGB member visits to academies and CPD
- XII. DfE, LA and Trust Updates
- XIII. Particular local academy items and response to trust decisions
- XV. Governor training and development
- XIII. Minutes available to be published
- XIV. Date and time of next meeting

17. How the Local Governing Body can influence Trust decision making

There will be times as new schools join the Trust or as new governors are elected to schools that another pair of eyes is helpful. There will also be times where governors do not agree with the Scheme of Delegation and maybe other decisions made by trustees. There must be a mechanism to allow this process to happen. If this is the case the Chair of Governors must write to the Chair of the Trust with a paper describing the example that will then be presented to trustees for their consideration at their next meeting. The Chair of Governors could of course also attend the Trust meeting to explain in person. Trustees will then determine ways forward and whether to approve or not approve the request from schools and inform the school accordingly.

18. Conclusion

The consultation has clearly shown that schools need to retain that flexibility to do what works best for them. It also demonstrated that the trust need to review the scheme of delegation (SOD) to reduce duplication and consistency. Governors, just like trustees are valued volunteers, with a very big responsibility. According to the Articles of Association the LGB is essentially a committee of the Trust board, appointed and constituted by the Trust and therefore the lines of delegation are clearly understood across the trust. The Trust board will always value the views of LGB and act in the best interests of their school.

AAB Version 1 - 23.03.17
(Revised version 11- 08.02.18)