



Oak Trees Multi Academy Trust Governance Plan 2018-19

How Was the Trust Formed?

Oak Trees Multi Academy Trust:

- Is a Wirral-based Trust
- Was founded by 4 Wirral primary schools
- expects high academic achievement for all no matter what their starting points
- serves children from 3 to 11
- has a mission to serve the wider community
- is open to schools joining us provided they share our values and aspirations
- aspires to develop a national reputation for excellence
- has pupil and staff well-being at the heart of what we do
- prides itself on doing things the right way in all schools across the Trust
- values schools' individuality as well as the collective power of a MAT

Vision and purpose

Oak Trees Multi Academy Trust exists to provide outstanding primary education in primary schools in Wirral. We value diversity and will preserve the distinctive local character of each school whilst developing Trust-wide policies and procedures to enhance consistency of good practice. We welcome pupils and families from all backgrounds and from all faiths.

Our Mission /Values

Co-operate and collaborate

Achieve excellence for all

Raise aspirations and inspire imaginations

Explore new interests and new ideas

What Do We Stand for As a Trust?

- We are dedicated to helping the whole child, to unlock their potential and instil a love of learning.
- We share the wealth of experience and expertise from across our trust to enrich and bring learning to life for our children.
- We mix the pursuit of academic excellence in core subjects with a creative curriculum which expands minds and instils a sense of curiosity of the wider world.
- Every member of staff in our trust genuinely cares about the achievement, development, well-being and future of all of our children.
- We are here for all children, to raise aspirations, inspire them to go far and develop a lifelong love of learning.
- Our teachers, support staff, heads and administrators work in partnership with our families to help the children be the best they can be.
- We believe in the power and potential of all people to make a lasting difference.

Oak Trees Multi Academy Trust offers schools wide opportunities for mutual support and partnership, in particular through the practical sharing of leadership, educational and pedagogical expertise, resources and joint professional development. We believe strongly that collaboration and working together is the key to our success.

The Trust supports its local governing bodies in their important role of working with the headteacher of each school to ensure high standards are maintained. Local governing bodies have a central role to play in preserving the identity of each school and building and maintaining strong links to the community it serves. Each local governing body has a number of parent governors on it to ensure that the community is part of school and therefore MAT accountability.

The Trust provides high quality professional development for Trustees and governors annually and open and frequent communication with the Trust board, which carries ultimate responsibility for the performance of the Trust as a whole. We aim to relieve governors of routine or administrative responsibilities so that they can focus on the important part of their work: improving the experience for children and young people in their school.

The way in which the Trust is funded is transparent and all schools understand the way in which they benefit directly from the contribution they make to central Trust services. The Education and Skills Funding Agency (ESFA) allocation is based on pupil numbers and paid to each individual school. The school make a contribution towards the Trust from that allocation. The enhanced buying power of a large trust is able to secure significantly better rates for many contracts and services than individual schools can procure.

Finance is a key element of our Trust in terms of procurement, ensuring value for money and also adhering to the Academies Financial Handbook at all times. However, the MAT was formed primarily to make things better for the lives of the pupils and families in our schools and to support our staff in doing the best job that they can do.

A. Members

The Oak Trees Multi Academy Trust is a charitable company (a company limited by guarantee and an exempt charity) which exists for the provision of education. It has five members:

1. Jane Owens MBA – NLG, Governance Consultant
2. Janet Devine – Retired teacher and Education Early Years Advisor
3. Alison Wade – Marketing and communications
4. Zoe Wakelam – Accountant
5. Lesley Young - Quality and Systems manager and experienced Governor

The Academies Financial Handbook (2018) summarises the role of members as follows:

As responsibility to conduct the trust's business sits with the trustees, members should be 'eyes on and hands off' and avoid compromising the board's discretion. However if the governance of the trust by the board of trustees becomes dysfunctional the members will have a strong interest in ensuring the board has plans to address the issues or otherwise to remove the board or individual trustees and re-appoint trustees with the skills necessary for effective governance. In the Oak Trees Multi Academy Trust the Members, acting corporately and by majority vote, appoint members of the Board of Trustees (and may remove any trustees appointed by them) and receive the Trust's Annual Report, including its annual accounts.

In addition, in accordance with the requirements of the Companies Act 2006, Sections 489 and 490, the Members ensure the Trust has legally appointed auditors.

B. Articles of Association

This document is the 'constitution' of the Trust. It is a legal agreement between the Members. Lodged at Companies House, which can only be varied by special resolution of the Members (a 75% majority). The Articles are available on the Oak Trees Multi Academy Trust website.

C. The Board of Trustees – Overview

The Trust has a strong and committed Board of Trustees. In some documents trustees are referred to as 'directors' – the terms are interchangeable, but within this Trust we use the term 'Trustees' or the 'Board' to refer to the Board of Trustees.

The names of all trustees, with terms of office, must be lodged both with Companies House and the EFA. The term of office for a trustee is 4 years.

The Trust was formed with 9 trustees in total. No more than one third of Board may be employed by the Trust (Articles and DfE guidance). In addition to those trustees appointed by the members, the trustees may themselves co-opt up to two further trustees. All terms of office are four years. All trustees currently, apart from the CEO, are non-executive, in other words do not form part of the senior management of the Trust and are not employed by it.

The Board of Trustees elects its own chair annually, and the chair automatically serves as a member, and chairs meetings of members, during the term of office as chair.

The Board is held legally accountable for all aspects of the Trust's work, and in particular for ensuring that the terms of the Funding Agreements (FA) are fully met. They are also responsible for ensuring that the Trust complies with:

- the Companies Act 2006 – the Trust's obligations as a company limited by guarantee must be met;
- charity law – the Trust's charitable objects must be observed and the obligations of the trustees as charity trustees must be met;
- Specifically, the Board is accountable to the following bodies for the Trust's educational and financial performance:
 - The Education and Skills Funding Agency (ESFA)
 - The Department for Education (DfE), in particular through the Regional Schools Commissioner (RSC)
 - Ofsted

D. The Board of Trustees – Composition and Functioning

The Board comprises currently:

Jane Owens MBE - Appointed Chair
Adam Boddison
Tony Bignold
Sue Cotton
Tony Lacey
Alan Wilson
Richard Taylor
Carole Molyneux
Simon Pritchard

In addition, the Chief Finance Officer (CFO) Ms Claire Jackson, attends all trustee meetings in a non-voting, advisory capacity.

New trustees are recruited from time to time. This is done in a transparent way through the publication on the Oak Trees MAT website of a role description and an indication of the areas of specialist skill, experience or expertise the Board wishes to strengthen in the light of an audit of skills and experience. The Trust will also use Academy Ambassadors from time to time when appointing Trustees. Interested individuals are invited to contact the Trust with an overview of their experience, for example in the form of a CV. Where it is felt by the members and/or the Board that there is a good match a new trustee may be appointed (by the members) or co-opted (by the Board).

The Board of Trustees discharges its responsibilities through meetings at least 6 times per year which include all trustees, including the CEO, and the CFO in attendance. It receives reports from:

- The CEO summarising the achievements and challenges of the Trust against the Trust's Business Plan, and any strategic decisions the Trust faces in his termly report, including reporting on progress towards Key Performance Indicators.
- The CFO reports regularly with trust level financial reporting to the Board.
- The CEO/Headteachers report termly to the Board on all aspects of school performance via the termly Dashboards.

E. The Accounting Officer Role

The CEO is also the Accounting Officer for the Trust, and as such has a range of legal responsibilities in particular for:

- financial transparency and probity in the use and management of public money
- achieving value for money
- ensuring feasibility of plans and decisions
- annual financial reporting
- along with a range of other duties defined by the DfE, including that relating to the Prevent duty and safeguarding more widely.

The Accounting Officer has, in law, a direct personal responsibility to Parliament for the discharge of these responsibilities. The Accounting Officer's annual statement on regularity, propriety and compliance must be included in the Trust's annual report. This is a formal declaration by the Trust's accounting officer that his personal responsibilities to Parliament for the resources under his control during the year have been met.

The Accounting Officer is held to account by other trustees at all trust board and committee meetings, where he is questioned about projected and actual outturns (financial as well as educational) and projections, and trustees assure themselves of the robustness of mitigation strategies against the trust risk register. This happens at Board meetings and at every committee meeting.

F. Trustees' responsibilities and duties

The Companies Act 2006 applies to the Board of Trustees and imposes a general duty on them to

- act within their powers
- promote the success of the company
- exercise independent judgement
- exercise reasonable care, skill and diligence
- avoid conflicts of interest
- not to accept benefits from third parties
- declare interest in proposed transactions or arrangements.

The Board's main responsibilities are:

- A. To set and communicate a strategic vision for the Trust and to plan strategically for its future, including for its sustainable growth, future shape, leadership, outcomes and financial health
- B. To assess and manage principal risks to the trust – financial, educational, reputational and legal risk in particular – and to set an acceptable risk level in key areas and for key significant projects. This is done through the maintenance of a Trust risk register which is considered at every meeting, with a longer examination of risk twice annually. There is a named trustee with responsibility for advising on risk who has extensive professional expertise in risk assessment and mitigation.
- C. To appoint and hold to account the CEO for the implementation of the Trust's overall performance, and for the discharge of the role of Accounting Officer, and to determine arrangements for the performance management of the CEO, including securing external professional advice. The CEO is held to account principally through outcomes set out in the trust Business Plan and progress towards them, and through the risk register and the satisfactory mitigation of principal risks.
- D. To ensure that the terms of the Funding Agreement are being fully met. This is done through an annual review of the obligations of the Funding Agreements as part of preparation for the annual report.
- E. To ensure that all strategic decisions are taken in the light of the Trust's charitable objects. The charitable objects are set out in the annual report and in the articles, and all trustees are familiarised with these when they join the board and regularly thereafter.
- F. To ensure the requirements of the Academies Financial Handbook (AFH) in force at the time are being fully met, in particular that the Trust Board takes overall responsibility for Trust funds and approves a delegation of financial powers that maintains robust internal controls. The CFO/Company Secretary leads on the AFH and ensures all trustees are familiar with its requirements
- G. To ensure that the Trust undertakes prudent financial planning and remains solvent at all times in order that it can continue to discharge its responsibilities. This is done through annual budget planning and prudent financial projections, along with stress testing against lower than anticipated income or higher than anticipated expenditure.
- H. To appoint, train and induct local governors, monitor the work of local governing bodies (LGBs) for each member academy and to delegate roles and responsibilities to those LGBs according to their capacity. This is done through advertising openly for local governors, and ensuring that there is a robust selection process in place for those who express interest, and that all newly appointed local governors access good quality bespoke professional development.
- I. To set a budget for the Trust, (to include the 'trust contribution' and the allocations of funding for each school in the trust with a range of indicative benchmarks for the school to use when setting the individual school's budget), to monitor the budget of the Trust as a whole on a monthly basis and to take action when necessary in the light of that monitoring. This is done on the recommendation of the CFO who prepares draft budgets for approval.

- J. To ensure, in line with the requirements of the AFH, that an appeals procedure is in place for headteachers to challenge the Trust top-slice on grounds of unfairness or unreasonableness.
- K. To set end of key stage pupil achievement targets for each school, overall and by significant pupil groups such as the disadvantaged, to monitor end of key stage achievement at least three times per year and to take action when necessary in the light of that monitoring. Targets are set on the recommendation of the CEO and are designed to move performance overall forward incrementally each year towards outstanding, or maintain an outstanding level of performance.
- L. To set targets for pupil attendance for each school in the Trust, to monitor attendance at each school three times per year and to take appropriate action in the light of that monitoring. These targets are to move towards or maintain a high level of attendance.
- M. To ensure that each LGB is discharging the obligations placed Trustees on their behalf with respect to the distinctive character of the school. This is set out in the Funding Agreement and is therefore a duty of trustees. In the Oak Trees Multi Academy Trust this duty is delegated at an operational level to LGBs
- N. To make sure appropriate arrangements are made for the external verification or moderation of information provided by the CEO, CFO, LGBs, headteachers or other staff on any main area of responsibility, for example through commissioning of an external advisor or consultant from time to time, or the scrutiny of audit reports or external benchmarking data
- O. To ensure that the health and safety and safeguarding obligations of the Trust (including 'Prevent') are met via regular health and safety reviews in each school, reports of training on Prevent, and reports of the implementation of these through the curriculum in each school. There is a nominated Safeguarding trustee.
- P. To ensure that all conflicts of interest are declared and documented. Because conflicts of interest are the subject of regular briefing and training, trustees may identify conflicts of interest for other trustees, and as such are obliged to draw these to the attention of the chair. Once declared, identified and documented, conflicts of interest are managed by ensuring that no trustee is party to a decision from which they may derive personal advantage or advantaged for any party connected with them. In most cases this will mean being absent from both discussion and decision making on that issue. In some rare cases, and at the request of the chair, a conflicted governor may be asked to provide information about the conflicted issue but will always be absent from the decision itself. That absence will be specifically noted in minutes.
- Q. To know the cohorts of pupils and families at each school in the Trust, for example by scrutinising stakeholder surveys and reading reports of specific consultations so that they can, as a Board, shape the strategic direction of the Trust in the light of stakeholder views.

Trustees may delegate 'powers' to other committees or individuals, but in so doing cannot delegate 'responsibilities'. In other words, for all external purposes the accountabilities remain with the Board of Trustees even when another committee has received delegated powers.

Trustees' responsibilities are discharged through a series of regular meetings at which reports and information are received and examined, proposals discussed, challenged and shaped and further work commissioned. This work is assisted by a written report on the progress of the Trust against its short and medium term objectives produced at least three times per year by the CEO for the Trust Board. From time to time the Trust Board may ask a senior employee with a particular remit (for example a headteacher) to join a meeting to support such discussions.

Trustees do not receive payment for their work, but travelling expenses are met in line with the relevant policy.

G. Trust and school policies

All statutory policies in the Trust outlined below are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will either

1. set a full Trust wide policy.
2. or delegate to Headteachers or LGBs the power to develop their own policy.

Statutory policies and the levels of delegation for them are as follows:

Policy	Number	Date Agreed	Review Date
Attendance	G1	OCT 17	SEP 18
Pay Policy	G5	OCT 17	SEP 18
Equality	G2	OCT 17	SEP 18
Complaints	G3	OCT 17	SEP 18
Confidentiality	G7	OCT 17	SEP 18
DBS	G9	OCT 17	SEP 18
Child Protection	G6	MAR 18	SEP 18
Staff Code of Conduct	G10	OCT 17	SEP 18
Safer Recruitment	G11	OCT 17	SEP 18
Data Protection	G8	OCT 17	SEP 18
Health and Safety	G12	MAR 18	OCT 18
Managing Allegations	G13	MAR 18	MAR 19
School Emergency Plan	G4	MAR 18	MAR 19
Lockdown policy	G17	MAY 18	MAR 19
Privacy Notice	-	MAY 18	MAR 19

Freedom Of Info	G18	MAY 18	MAR 19
SEND policy and offer	G19	SPR-SUM 18	MAR 19
Intimate Care	G20	AUTUMN 18	MAR 19
Managing Medicines	G21	AUTUMN 18	MAR 19
E-safety	G16	MAY 18	MAY 19
Exclusions	G14	MAY 18	MAY 19
Restraint	G15	MAY 18	MAY 19
Drugs	G22	OCT 18	SUM 19
SRE	G23	OCT 18	OCT 19
Anti-Bullying	G24	OCT 18	OCT 19
Behaviour Policy (not procedure)	G25	OCT 18	OCT 19
Drugs Policy	G26	OCT 18	OCT 19
Perf Man policy	G27	OCT 18	OCT 19

I. Committees of the Trust Board

There are two main committees/working groups of the Trust Board:

- The Trust Finance and Audit committee – The Committee has the strategic oversight of all matters related to Audit, Finance & Capital Assets of the Oak Trees Multi Academy Trust. The Committee will seek to: monitor internal scrutiny, the delivering of objectives and provide independent assurance over the suitability and compliance with, its financial systems and operational controls, seeking to ensure that the Trust is operating within the Funding Agreement and in line with the Academies Financial Handbook (The Handbook). To assist the decision making of the Oak Trees Multi Academy Trust Board by enabling more detailed consideration to be given to the best means of fulfilling the Board's responsibility to ensure sound management of their finances and capital assets, including proper planning, monitoring and probity (detailed remit in its Terms of Reference).
- The Trust Standards working group – this acts as a scrutiny committee to assist the Board in discharging its standards-related accountabilities. It is accountable to the full Board of Trustees. The committee consists of three trustees. The role of this committee is to ensure annual school improvement plans contain appropriately challenging targets on achievement and attendance for each school, to test the reliability and validity of monitoring information on end of Key Stage pupil performance and attendance supplied to it. Where necessary to prevent underperformance it challenges headteachers, via the CEO, to propose and implement interventions and improvements, or challenges LGBs to discharge their responsibilities on standards more effectively. It reports to the full trust board via a summary of its findings and actions.

Membership of each subcommittee for 2018-19 is as follows:

Finance & Audit Committee

Alan Wilson (Chair)

Adam Boddison

Richard Taylor

Tony Lacey (CEO)

Claire Jackson (CFO)

Standards Committee

Tony Lacey (CEO)

Jane Owens

Sue Cotton

Each school in the Trust will have a local governing body which is accountable to the Board of Trustees. This will comprise in each case

- The headteacher (ex officio)
- One further staff governor
- At least two but no more than 3 elected parent governors
- Up to 3 more governors co-opted by the Trust Board on the basis of their skills or professional experience

The chair of each LGB is appointed by the school. A Vice Chair may be appointed or elected.

There are no committees of LGBs unless specifically requested by the school. The frequency and scheduling of meetings are a minimum of 7 meetings per year, with 1 initial business meeting in the Autumn, termly meetings focusing more on finance and termly meetings focusing more on curriculum

Local governing body meetings are supported by local clerks working towards a uniform annual cycle of meetings and agenda and minuting format.

H. Areas of responsibility for LGBs

Local Governing Bodies have a critical role to play in supporting the work of the School and the Trust. Their role falls into three main areas:

a. Standards – in particular:

- i. Approving a school improvement plan, produced at the start of each school year, which should contain appropriately challenging targets at each key stage and identify areas of underperformance with robust strategies for improvement. The plan will be drawn up by the headteacher and targets will be designed to move the school forward in key areas.

- ii. Ensuring that the curriculum and its planning is fit for purpose, fully compliant with external and Trust requirements and enables pupils to flourish and maximise their potential. A curriculum plan will be produced by the headteacher in consultation with the Trust and approved by the LGB
- iii. Examining progress towards targets for all pupils and all ASP-identified pupil groups and in each year group (not just end of key stage), challenging the headteacher on progress towards targets at a granular level; acknowledging and celebrating significant improvement and strong performance. This will be achieved through the headteacher's report to the LGB which will comprise all pupil level data from data collection with commentary to enable governors to challenge against targets
- iv. Holding the school to account for the quality of teaching and its improvement, ensuring that full and reliable information teaching and its effectiveness at raising standards is available; celebrating strong teaching or significantly improved teaching and its impact. Quality of teaching is contained in the headteacher's report template and is expected to report proportions of teaching at each Ofsted grade, identify key strengths and areas for improvement, and intervention strategies matched to the areas for improvement
- v. Ensuring that the quality of staff professional development is such that it enables the staff team as a whole better to meet the needs of the pupils in the school. Staff development, matched to areas for improvement and the annual improvement plan, are reported in the headteacher's report to governors, along with data on impact (improvements evinced as a result of staff development)
- vi. Monitoring behaviour, exclusions and attendance, and ensuring that patterns are promptly identified by the school and appropriate interventions are put in place and monitored. This data will be reported to governors at each governing body meeting.
- vii. Monitoring safeguarding and health and safety in the school to hold the school to account for maintaining high standards of compliance and best practice; this will include ensuring all pre-employment checks are properly undertaken and recorded. Governors will access externally conducted health and safety audit reports and will be expected to challenge the headteacher on the addressing of issues arising. Pre-employment checking will also be audited by the Trust three times per year and reported to the local governing body. All LGBs have a nominated Safeguarding governor.
- viii. Monitoring the achievement of pupils with SEND and who are disadvantaged to ensure that they achieve as well as other students. SEND is contained in the report to governors by the headteacher as a routine item and governors will be expected to ensure that all appropriate measures are being taken to enable SEND students to achieve as well as others. All LGBs have an appointed SEND governor.

b. Distinctive ethos, character and local traditions:

- i. Ensuring the quality and appropriateness of the PSHE and sex and relationships education offered to pupils, including the promotion of fundamental British values.
- ii. Where there are established local relationships in place, for example with a local church, ensuring that these are appropriate to the school's character and are nurtured and maintained in the interests of the pupils the school serves

- iii. Holding the school to account for the quality of the programme of extra-curricular development, and for levels of pupil participation in the programme, including by disadvantaged students, monitoring that programme and challenging the headteacher where necessary to improve it further; responsibility for the approval of residential and overseas visits.

c. Maintenance of good communication with and the confidence of parents and the wider local community:

- i. Knowing the cohort and their families well for example by ensuring that regular parent and pupil surveys are conducted, results scrutinised and actions taken to ensure that the school meets the expectations of its students and their parents
- ii. Holding the school to account for the quality of external communication about the school to parents and the wider public, including the school website. Governors will be expected to visit the website and be familiar with the school's local marketing and projection and challenge the headteacher as required
- iii. Monitoring communication with parents, both pupil-specific and general, and ensuring it is regular, clear, helpful and positive. Local governors will be well placed to do this themselves and question the headteacher as required
- iv. Ensuring that opportunities to project or represent the school at local, regional or national level are taken. Governors will question the headteacher about this aspect of the school's work in meetings
- v. Ensuring that for the purposes of pupil recruitment the school publicises itself well and attracts good numbers of applicants – the aim should be for every school to be oversubscribed. Reports on admissions and pupil recruitment will be made available to governors annually at the appropriate time in the admissions cycle
- vi. Challenging the school to take responsibility for meeting its obligations for wrap-around childcare. The local governors will ensure that the school regularly checks demand for wrap around care with local parents to ensure it is meeting the needs of the local community

I. Communication between LGBs and the Trust Board

At least three times per year, the headteacher will produce a written report for the LGB covering the main areas of the LGB's responsibilities. This report will be part of the communication between LGBs and the CEO. The report will cover: standards being achieved by each year group in key curriculum areas; attendance; exclusions; behaviour; quality of teaching; and staffing issues. Where there is an issue of grave concern about the school's or the headteacher's performance, this may be communicated in a confidential annexe to this summary report.

The full minutes of each LGB will be available to trustees if requested, but issues in them will be addressed by exception only.

A forum for all LGB chairs also meets once each term (three times per year) with the Chair of Trustees and CEO and CFO to raise matters of interest or concern.

J. Line management of headteachers

Headteachers of individual schools will be line managed professionally by the CEO or delegate, who will undertake the headteacher's annual performance review, as well as interim monitoring, and determine salary progression in the light of it. The CEO, or a person acting on his behalf, will ensure professional support and challenge on issues associated with standards and pupil performance.

Headteachers should see LGBs as important 'scrutiny and challenge' boards. LGBs' role is not to direct headteachers what specific course of action to follow on any particular issue, but to question challenge and as far as possible assure themselves that appropriate action is being taken to identify and address areas for improvement, and to flag a concern to the Trust Board if it is unsure. It is then for the CEO, acting on behalf of the Trust Board, to work with the headteacher to ensure the issue is appropriately resolved. If necessary and in extremis the CEO, as line manager, may use powers of direction to ensure a serious issue is acted upon.

Independent challenge to local headteachers will take place via the CEO, the LGB and via an annual one day inspection-style review from either the MAT CEO or an experienced inspector who is contracted by the Trust for this purpose. The report of the inspection-style review will be copied to the LGB and the Trust Board.

K. Financial accountability and line management of business managers

The Trust top-slice percentage is 4.2%, and is reviewed from time to time as new schools join the Trust.

It is then the responsibility of the headteacher in each school, working with the school's business manager, to agree a detailed budget for the year in question, using the Trust's budget planning format. That budget is then submitted to the Trust CFO for approval (in this the CFO is acting with delegated powers from the Trust Board). Once approved, the monthly reporting on income and spend is the responsibility of the school headteacher, with the

support of the school's business manager, and is communicated to the Trust CFO at regular CFO-SBM meetings. If any variances are proposed to the budget, these must be agreed between the headteacher (via the SBM) and the CFO.

The CFO is accountable then to the Trust Board via the Trust Finance Committee for the overall financial outturns at the end of the year.

Where an individual school believes that its top-slice costs are unreasonable or unfair, and the disagreement cannot be resolved at local level within the Trust, the AFH provides a line of appeal from the headteacher of that school to the ESFA directly, which may, if it cannot be resolved by the ESFA, be referred to the Secretary of State for adjudication, which is then binding on the Trust.

L. Clerking to LGBs

Clerks are expected to work within the Trusts' rules and procedures, and in consultation with local headteachers and chairs of LGBs, to prepare and clerk meetings. Regular communications opportunities are in place to ensure unity of message and purpose across the Trust.

Most meetings will be shaped by a template annual agenda programme which will act as a prompt for key areas of LGB, committee or Board responsibility.

M. Standards accountability

Accountability for educational standards achieved at each national reporting point (end of key stage) sits with the CEO. The CEO exercises this through the regular line management of each school headteacher across the school year, via the Trust Standards Committee, and through the monitoring of pupil performance at each (at least termly) assessment point. Standards monitoring is part of each CEO report to the Board.

N. Cycle of meetings

A cycle of meetings is established to maximise the effectiveness of communication between each constituent tier of governance.

O. Annual review of governance and governor and trustee succession planning

In order to ensure that governance is operating effectively in the trust, annually each trustee will complete a self-appraisal of their performance and/or knowledge of the school/governance. In addition, a Board or the CEO may commission an external review of its governance, including a review of its performance. In addition, the chair and vice chair will use the outcomes to inform training, development and to shape improvement in the Board's working.

The Board will be responsible not only for evaluating its own performance but also for evaluating the performance of the Local Governing Body. The chair of each LGB will meet termly with the chair of Trustees to review the LGBs performance and ensure Trust-LGB good relations and communication.

Succession planning:

- The Trust understands that it is essential that there is a diverse mix of experienced and newer governors and trustees covering a wide range of areas of expertise, and that normally governors and trustees should not serve more than two consecutive terms in office (unless for reasons such as covering rare skills shortage areas or other exceptional reasons)
- Annual audits of governor expertise through skills assessments contributes to the strategy for the recruitment, retention, development and succession planning of governors and trustees.
- The school maintains a register of terms of office, skills and background, and other relevant information about each governor and the Trust does this for trustees and Members. This is used, in consultation with the chair and the members, to identify likely or actual vacancies or gaps.

- Recruitment uses a mixed approach of personal contacts, advertising (across the Trust and externally), approaches to national and local organisations, including for example Academy Ambassadors.
- All potential trustees and governors are asked to provide a cv and are interviewed before appointment by trustees
- The trustees remain mindful of the importance of diversity and equality in trustee and governor appointments
- Appointments are conditional on a satisfactory DBS check
- Training for all governors and trustees is made available by the Trust as set out in the Training Plan, to enable governors and Trustees to carry out their role effectively

Appendix 1 – Annual LGB planner

AUTUMN

SPRING

SUMMER

	Business meeting Sept/Oct	LGB1 Standards & Data	LGB2 Resources/finance/ buildings/H&S/Pay	LGB1 Standards/Data	LGB2 Resources/finance/ buildings/H&S	LGB1 Standards/Data	LGB2 Resources/finance/ buildings/H&S
F O C U S	<ol style="list-style-type: none"> 1. Welcome & Apologies 2. Completion of Annual declarations 3. Appointment of Chair & Vice-Chair 4. Minutes/ matters arising 5. Receive & note Scheme of Delegation 6. Vacancies (if any) and how to fill 7. Governor training planning 8. Governor visit report planning 9. Agree Lead governors 10. Agree governor priorities for the year 11. Receive MAT minutes 12. AOB 13. Date of next meeting 	<ol style="list-style-type: none"> 1. Welcome & Apologies 2. Annual declarations 3. Minutes/matters arising 4. Headteacher’s report re: standards/data of from summer term 5. Receive external advisor’s report if available. 6. School Development Plan (approval of) 7. Receive summer term progress/attainment outcomes (if available) 8. Governor training report 9. Governor visit reports 10. Receive MAT minutes 11. Safeguarding 12. Agree Critical Incident Plan 13. Policy review/approval 14. AOB 15. Date of next meeting 16. Confidential matters 	<ol style="list-style-type: none"> 1. Welcome & Apologies 2. Declarations of interest 3. Declarations of AOB 4. Minutes/matters arising 5. SBM’s report re School finances: cashflow forecast, highlights of any concerns, whether budget is on track or not. 6. Premises update 7. Health & Safety 8. Governor visit reports 9. Policy review/approval (non-MAT level) 10. AOB 11. Date of next meeting 12. Confidential matters 	<ol style="list-style-type: none"> 1. Welcome & Apologies 2. Declarations of interest 3. Declarations of AOB 4. Minutes/matters arising 5. Headteacher’s report re progress against targets, ASP data and dashboard data. 6. Quality of teaching & learning report 7. Governor training report 8. Receive MAT minutes 9. Review progress of SDP against targets 10. Receive the SEF 11. Receive external advisor’s report (if available) 12. Safeguarding 13. Governor visit reports 14. Policy review/approval 15. AOB 16. Date of next meeting 17. Confidential matters 	<ol style="list-style-type: none"> 1. Welcome & Apologies 2. Declarations of interest 3. Declarations of AOB 4. Minutes/matters arising 5. Headteacher’s report re School finances; cashflow forecast, 6. Review SLAs 7. Governor visit reports 8. Policy review/approval (non-MAT level) 9. Review equality information and objectives 10. Premises update 11. AOB 12. Date of next meeting 13. Confidential matters 	<ol style="list-style-type: none"> 1. Welcome & Apologies 2. Declarations of interest 3. Declarations of AOB 4. Minutes/matters arising 5. Headteacher’s report re progress against targets, report Perm Exs, FTEs, complaints, 6. Safeguarding 7. Governor training report 8. Review governor priorities and if completed – self assessment/effectiveness 9. Review of SDP/SEF in preparation for new academic year 10. Governor visit reports 11. Receive MAT minutes 12. Policy review/approval 13. AOB 14. Date of next meeting 15. Confidential matters 	<ol style="list-style-type: none"> 1. Welcome & Apologies 2. Declarations of interest 3. Declarations of AOB 4. Minutes/matters arising 5. Headteacher/SBM report on end of year financial position and any implications for this. Approve budget at school-level. 6. H&S update 7. Governor visit reports 8. Staff/pupil wellbeing report 9. Policy review/approval (non-MAT level) 10. AOB 11. Date of next meeting 12. Confidential matters 13. Agree dates for 2018-19

Appendix 2 – Trustee and Governor Training Programme 2018-19

Ongoing Training Available to All Governors and Trustees Throughout the Year

1. Educare – all schools buy in to the Educare system, which has a range of programmes which all Governors and Trustees can access including GDPR, Child Protection and Prevent Duty. All Trustees and Governors to be registered with Educare.
2. NGA and The Key – available to all schools/Governors/Trustees who put into these services.

Potential Chair of Governors Mentoring Programme

Ted Behan, Chair of Governors at Egremont Primary School, is an NLG and is also a trained facilitator for future Chairs of Governors within the MAT. He has offered to mentor prospective Chairs of Governors in 2018-19. This is through the Leadership Development Programme.

2018-19 Training Offer

TERM	TRAINING	VENUE	DATE AND TIME
AUTUMN 1	GOVERNOR AND TRUSTEE SAFEGUARDING TRAINING - Imelda Spencer	STANTON ROAD	12.9.18 6 – 8
AUTUMN 2	GOVERNORS ROLES AND RESPONSIBILITIES – JANE OWENS	EGREMONT	TBC 6-7.30
SPRING 1	ANALYSING SCHOOL DATA – TONY LACEY	CHURCH DRIVE	TBC 6 – 7.30
SUMMER 1	SCHOOL FINANCE – CLAIRE JACKSON	POULTON LANCELYN	TBC 6 – 7.30
SUMMER 2	SEND DUTIES ADAM BODDISON OR EXCLUSIONS DUNCAN HAWARTH	GREAT MEOLS	TBC 6 – 7.30

YEAR AND TERM	TRUSTEE AND AREA	TASK
AUT 18	ALAN WILSON – FINANCE	MEET WITH CFO AND SBMS FOR A MORNING
SPR 19	JANE OWENS – SAFEGUARDING	VISIT SCHOOLS OVER 2 DAYS
SUM 19	CAROLE MOLYNEUX - HEALTH AND WELL BEING	MEET WITH MAT WELL BEING TEAM
AUT 19	ADAM BODDISON - SEN	MEET WITH SENCO TEAMS AND HTS
SPR 20	TONY BIGNOLD – BUILDINGS	VISIT SCHOOL BUILDINGS OVER 1 or 2 DAYS
SUM 20	SUE COTTON - VULNERABLE PUPILS	VISIT SCHOOLS OVER 2 DAYS