

Governance

Terms of Reference

Effective governance is a key element of a successful academy. Local Governing Bodies act as a vital critical friend to school leaders and staff and provide the key and crucial connection to the community and to the Board of Trustees. The local governing body is, in effect a sub-committee of the Board of Trustees. The Trustees expect members of each governing body to govern and conduct themselves according to the seven principles of public life and requires governors to accept and adhere to the Code of Conduct (appendix 1).

The Enquire Learning Trust is a charitable organisation responsible for the running of the academy and has control over the land and other assets. It has a strategic role in running the academy, but delegates some aspects of management of the academy to the governors through the scheme of delegation.

The Board of Trustees are responsible to the Secretary of State for the effectiveness of all its Academies. In order to ensure effectiveness at Academy level, the Trustees delegates certain responsibilities to local governing bodies through the Scheme of Delegation.

Governor Role and Responsibilities

In usually circumstances there are 9 members of each LGB. However, the LGB of each academy has the option of varying this according to specific circumstances. Additional local governors may be appointed at the discretion of the Trust.

The governing body will normally include:

- Academy principal
- 1 staff representative
- 2 parent representatives
- 1 ELTA representative
- 4 community representatives

Local Governors will be appointed for terms of 4 years. After a period of 24 months five governors will be reappointed for a further 4 years.

The responsibilities of LGB members

The responsibilities of local governors include:

- Ensuring the quality of educational provision
- Providing support and challenge to the academy leadership team
- Holding academy leaders to account against a range of broad and measurable outcomes identified in the Academy Improvement Plan
- Ensuring the good financial health and probity of the academy
- Helping the school to set high standards by planning for the school's future and setting targets for school improvement and future performance

Specifically, this means that governors will:

- Ensure high outcomes for young people
- Identify and deal with areas of underperformance, including the implementation of a Strategic Academy Improvement Plan (see appendix 2)
- Use the resources available to the academy to raise standards and provide evidence of the success of the strategies adopted
- Raise staff performance through proper performance management and recruitment
- Ensure that the educational provision aligns with the nature of each Academy and the strategic aims and values of the Trust
- Report directly to the Board of Trustees

In order to discharge these duties and make a significant difference to the quality of education provided by the academy, governors should:

- Demonstrate a commitment to furthering the achievement and progress of all learners within the academy
- Have a commitment to the values of the Enquire Learning Trust
- Have a commitment to collaborate working including making a contribution to the development of the Trust and its academies
- Have at least one significant area of expertise that can be utilised to add value to the development of the academy and the Trust as a whole
- Have a passion for developing learning across the locality served by the academy
- Work with the Trust's code of conduct

Role of Chair

It is the Chair's responsibility to liaise with the Principal in order to ensure the Governing Body conducts its business and is able to report to the Board of Trustees effectively. Being a chair of governors is a key role in the leadership and management of the academy.

Chair of governors should:

- Work with the Principal to promote and maintain high standards of education and achievement
- Ensure the Governing Body hold the Principal to account for the educational performance of the academy and its pupils.

- Ensure the Governing body hold the Principal to account for the performance management of staff
- Ensure effective use of the Academy's resources
- Lead effective governance: giving the Governing body a clear lead and direction, ensuring that the governors work as an effective team and understand their accountability and the part they play in the strategic leadership of the academy and in driving school improvement
- Improve your academy: ensuring School Improvement is the focus of all policy and strategy and that Governor scrutiny, monitoring and challenge reflects school improvement priorities
- Lead effective governance: giving the governing body a clear lead and direction ensuring that the governors work as an effective team and understand their accountability and the part they play in driving school improvement

LGB committees

In line with the Articles of Association the Trust operates with local governing bodies as a committee of the Board of Trustees. This means all LGB's operate without committees. Should the LGB require a committee for a specific reason, these must be agreed in advance with the Academy Governance Officer and Trustees. Within these discretions the following are recommended. All terms of reference should be used in conjunction with the Trust Scheme of Delegation.

Pupil discipline committee

Purpose and terms of reference

- Act as the final Pupil Exclusion Panel for the academy
- Consider the Principal's recommendation for permanent exclusion of a pupil in accordance with DfE guidelines.

Admissions Committee

Purpose and terms of reference

- To determine within statutory provisions and the Academy's policy whether any child should be admitted to the academy
- To review admissions arrangements and to make recommendations for changes to the Governing Body

Appeals against LGB's decisions

Appeals will be referred to another LGB within the Trust. At the request of the Trust each LGB will be required to hear appeals refers from neighbouring academies.

LGB meeting agenda

Local Governing bodies will meet each half term, in line with Trustees meetings. The Trustees will set the agenda for each meeting. (see appendix 3)

Appendix 1

Code of Conduct for School Governing Bodies

This code sets out the expectations on and commitment required from school governors in order for the governing body to properly carry out its work within the school and the community. It applies to all level of school governance.

The governing body has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Supporting the Trust in appointing the Principal
- Monitoring progress towards targets
- Performance managing the Principal
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

As individuals on the governing body we agree to the following:

Role & Responsibilities

- We understand the purpose of the local governing body, the role of the Principal and Board of Trustees.
- We accept that we have no legal authority to act individually, except when the Board of Trustees has given us delegated authority to do so (details can be found in the Scheme of Delegation), and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the Trustees or its delegated agents. This means that we will not speak against majority decisions outside the governing body meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school and the Trust. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the Trustees.
- We will actively support and challenge the Principal.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing body, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing body or Trustees and agreed with the Principal.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training
- .
- We accept that in the interests of open government, our names, terms of office, roles on the governing body, category of governor and the body responsible for appointing us will be published on the school's website.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the Principal, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.
- We will not reveal the details of any governing body vote.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school's and Trust's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school and the Trust as a whole and not as a representative of any group, even if elected to the governing body.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the board of Trustees will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

The Seven Principles of Public Life

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

Selflessness - Holders of 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 Enquire Learning Trust

Academy Improvement Strategy

Summer 2016

Six pillars - our strategic headlines

Values driven and learning orientated improvement

A shared and collaborative approach to securing brilliant outcomes for learners

Enquiry based approaches that create the conditions for authentic engagement

Earned autonomy underpinned by agreed keystones of practice

A commitment to building capacity at all levels and in all places

Effective oversight, monitoring, challenge, support and accountability

Values and ambitions

We believe that all learners can be powerful learners given access to good learning experiences. We want children and the academies they attend to be confident, successful and ambitious.

We envisage a Trust where well led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful and where all learners have access to effective and innovative provision that meets their needs and aspirations.

We want to add value to achievement and raise standards. We also want to change lives. We know this requires our provision and our practice to be world class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.

We need to show that we take learning seriously and work together to create a vibrant culture in which this can happen. We know that it's what we do that counts and that our thinking must be visible in classrooms if it is to have leverage. Children are at the forefront of all that we do and aspire to do. We need to take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that taps into their passions and interests and use the potential of emergent technologies.

Aspirations

We have the collective aspiration that all of our academies will become great places for children to learn and that they will travel that journey to being great faster than if they had not been part of the Enquire Learning Trust. Our ambition must be to ensure that as quickly as is practicably possible in every one of our academies;

- Every child makes good or better progress
- Attainment is above national average in every academy
- In every classroom teaching is judged to be good or better
- All children develop powerful behaviours for learning
- And all children experience a world class curriculum offering

And these are our minimum expectations because our aspiration must be that in every classroom, in every academy, every day; children are involved in extraordinary learning experiences.

Rationale

At the heart of the work of the Enquire Learning Trust is that our strength lies in the outstanding practice and provision which already exists in so many of our academies and our willingness to learn from excellent approaches to learning from beyond the Trust. Across the Trust we:

- ensure that we know all our academies contexts, strengths and areas for future development

- demonstrate that all academies are monitored, supported and challenged so that improvement is rapid, sustainable and durable
- clearly identify and articulate the difference the trust makes to academy improvement

We draw upon the expertise that already exists inside our academies. This applies to business and administrative support, to professional development and to academy improvement.

The Trust also operates upon the principle of earned autonomy; those academies which have demonstrated that they are strong self-improving organisations will have greater autonomy than those which have not. The Trust has the legal and, more importantly, the moral authority to intervene if what a school is offering its children is not good enough. However, we must always be guided by the principle that problems are best resolved together rather than by solutions being imposed. The Trust will use its legal powers of intervention in those rare cases where a collaborative approach has failed to bring about the necessary improvements for children and their learning.

The Enquire Learning Trust has identified a number of central principles that form the keys to the success of organisation, its member schools and the learners that they serve. We are committed to an approach that:

- is grounded in the real priorities that we identify with academy leaders in their schools...because we can only expect schools to participate if real needs are met and we recognise the ground truths inside our academies
- is based on the best research evidence that is available to us...because there is real wisdom in research and our children will learn most effectively if we are able to convert this wisdom into action and practice
- puts professional learning at the heart of everything we do...because authentic change only happens when those designing learning opportunities engage in real learning for themselves
- emphasises collaborative development and improvement...because the expertise locked away inside academies has the potential to impact on every learner

- realises the potential of academy to academy support and system leadership...because we want to nurture great leaders and liberate then to transfer the life chances of children across the trust
- recognises that great learning is created by great teaching...because when professionals improve their practices and provision, children learn more powerfully

The aspiration of the Academy Improvement Strategy is that challenge should be invited by self-improving professionals; leaders who want to their organisation to be the best place for learning it possibly can be for children to learn and for adults to work. Challenge will come when the outcomes of collaborative enquiry open up new insights about where to go next. The role of the Trust is to facilitate that activity and help the professionals in each academy to generate the activity which will support them in meeting those challenges

Travelling the Journey to Outstanding and Beyond

All academies within the Trust are designated using a five point scale.

The designation scale is;

The Enquire Learning Trust designation	A Confidently Outstanding	B Good to Outstanding	C Requires Improvement to Good	D Inadequate to Requires Improvement	E Inadequate
Ofsted designation	1	1/2	2/3	3/4	4

The designation process uses a range of sources to agree the designation:

- analysis of internal and publicly available data
- findings from the academy enquiry processes
- the most recent academy register of risk
- other relevant information shared by academy leaders

The process refers explicitly to the current Ofsted frameworks and guidance and connects to principal's performance management. The designation is reviewed at least annually- in the

autumn term - and the outcome is shared with Trustees, Academy Leaders and the Local Governing Body and reflected in the academy self evaluation statement.

The conversation in each academy centres on those things we need to generate improvement in a positive and sustainable manner. For the strongest academies the conversation should go beyond sustaining an outstanding judgement to seeking to provide a world class education for all of our children. The question for the Trust must be; what is the activity we need to generate to support schools in accelerating the speed at which they travel that journey.

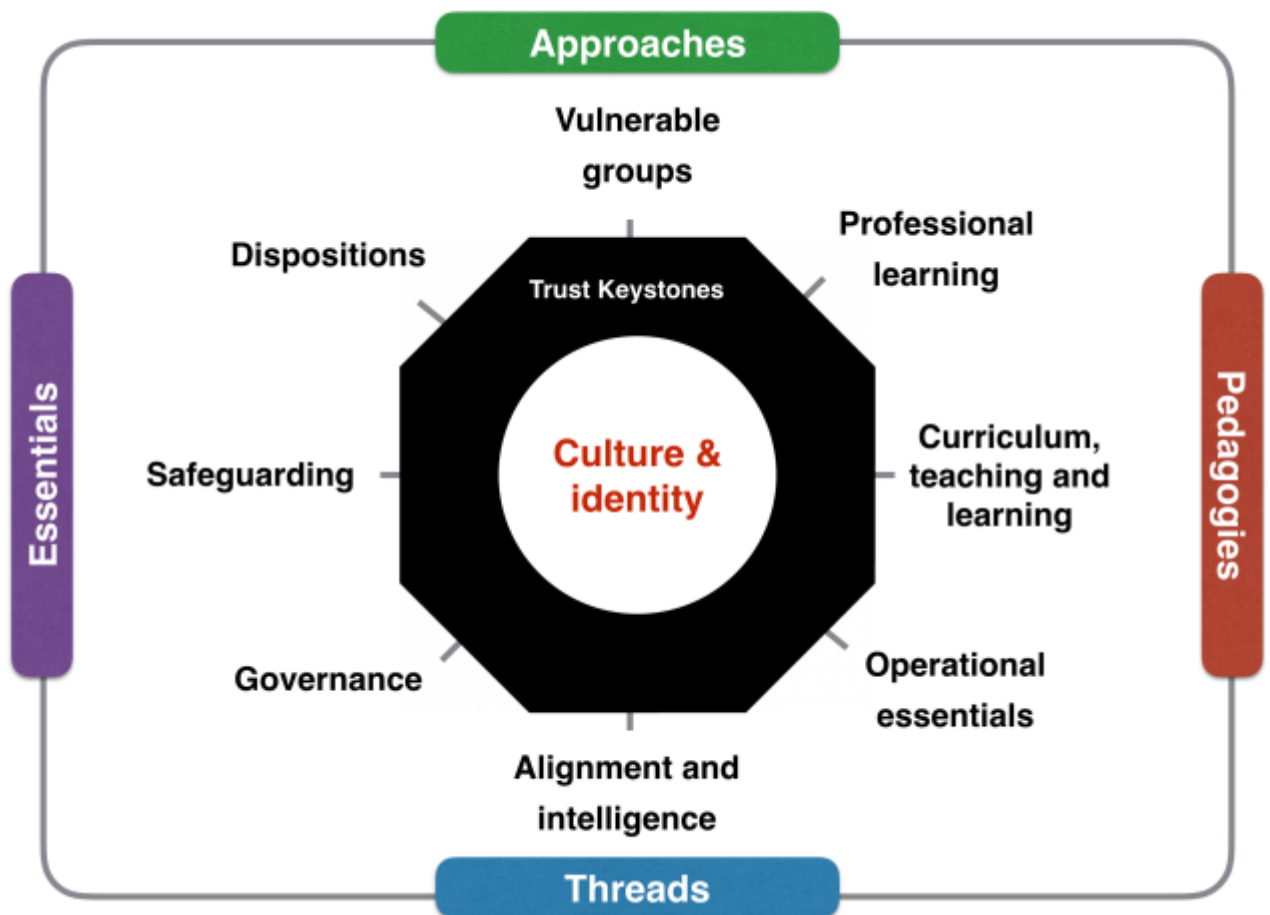
Supporting Academy Improvement

The school improvement professionals in our Trust are the leadership teams in each of those schools. They are responsible for improvement within their own schools but also share responsibility for the improvement of all of our academies. Additionally, the Trust has created an Academic Leadership Team (ALT) whose role is to enact oversight, challenge, development and support of academies and supplement the work of Directors. This team is comprised of those school leaders who - because of the stage of development of their own Academies - are well placed to make a contribution to the strategic leadership of the Trust. The ALT is responsible to the Trust for helping to design and deliver a school improvement strategy for all of our schools. This core group is not exclusive: membership is permeable so that other Academy leaders can be drawn in to its work as is appropriate.

The great strength of a Multi Academy Trust is the collective and combined responsibility that all leaders hold for all pupils. This is also the most significant potential weakness. We are acutely aware of is that if one or more of our schools become vulnerable then we all become vulnerable. Derailment of improvement in one school carries the potential to impact negatively on all establishments within the trust. This means school improvement must be about having the collective intelligence about each of our academies so that we know when and how support for improvement might be given and which colleagues are best equipped to offer this.

Approaches to improvement

Our approaches to school improvement are built upon a number of key ingredients. These are expressed in the Trust's quality keystones.



The culture and identity of each academy is locally determined with reference to the community, the LGB, learners and the Trust. Likewise, the threads of practice or core pedagogies that weave their way throughout each academy's practice are autonomously designed with the help and oversight of the Trust. The keystones represent those aspects of academy provision that are deemed to be pivotal in order to secure strong outcomes for all pupils. Strong academies have discretion around how they address each keystone.

Leaders and ALT members work closely together to build a rich picture of each academy. This utilises internal and external data, validated lesson observations, formal and informal

enquiry processes and academy self evaluation. This insight and intelligence enables us to identify the improvement activity we need to generate if authentic improvement is to happen.

The major improvement process deployed in all academies are:

- **Enquiries into progress and practice:** three enquiries in every academy every year
 - one an immersion into the life and work of the school,
 - the second focused upon an aspect of practice where the academy believes significant improvement has occurred - this is internally organised and supported with each cluster
 - the third to give the school an external view of it's SEF judgments including the added value of being part of the Trust

- **Pre - Ofsted Enquiry:** an enquiry focused upon the Ofsted process will also be available to all academies as they enter an identified inspection window or a risk assessment determines that this is necessary

- **Data Summary:** A detailed analysis of current nationally published data and a regularly updated and accurate projection of the attainment, progress and attendance of learners across the school. This is augmented by regular reviews of school projections for future headline results. The Trust maintains an “academy on a page” process whereby key performance indicators are collected and communicated.

- **Risk Register:** each academy in consultation with the leadership of the Trust will complete and regularly review a risk register; the key question being ‘what are the risks of this academy not either sustaining it’s outstanding judgment or not moving to the next level in it’s next Ofsted inspection. The risk register will include mitigating actions if risks are considered to be high.

- **Quality of Teaching Validation:** at the heart of any judgement of how successful a school is the quality of teaching in classrooms. There are bi-annual opportunities in

for the leadership of each academy to have external validation of their observations and judgements on the quality of teaching.

- **Academy Improvement Planning:** an outcome of the processes of enquiry and external review will be an academy development plan, created by the leadership of each individual academy.
- **Principal Performance Review:** is tightly aligned to the identified priorities of each academy

Whenever possible leaders will be involved in enquiry into one another's academies so that activity levers new and improved practices and provides a vehicle for academies to learn from the best of one another's work. This activity will help the Trust to identify and develop the improvement activity which needs to be generated across all establishments. The improvement activity falls into four core areas:

- **Academy Focused Improvement:** this is activity generated within each academy. It's the internal activity which turns the aspirations of the Academy Development Plan into reality. It may be whole schools priorities, focused in one part of the academy, or it may involve the one-to-one improvement of individual teachers. Some activity will be done internally, at other times capacity to support this activity will be drawn from across the Trust. The Professional Development offer highlights a number of possibilities that are available to each academy.
- **Leadership Seminars:** these will be half termly in this phase of the development of the Trust. The invitation should be to principal and one other leader from each academy. The purpose is to collaborate around:
 - the development of Trust wide strategy
 - the sharing of promising practice which is emerging from individual academies
 - the identification and co-design of Trust wide learning opportunities for professional at all levels in the Trust
 - learning from 'wise or provocative voices' drawn from beyond the Trust

- ***Collaborative Learning and Development:*** this is a programme of professional learning activities developed in consultation with leaders across the Trust. The foci of programmes will respond to emerging improvement needs in each academy. Areas for development and cohorts of professionals who need professional learning opportunities will be identified and articulated. An emphasis will be placed upon creating learning opportunities that meet the needs all professionals across the Trust. This will include the development of curriculum, subject knowledge, pedagogical repertoire and leadership capacity. The professional development programme includes offerings that are bespoke and academy specific, commissioned by a group of a academies within the trust or trust wide. The design and development of new products, artefacts, tools and processes is also a professionally developmental activity that is offered to academy leaders.

- ***Cluster Learning and Development:*** The Trust is organised into three geographical clusters - Humber, Manchester and Tees Valley. These clusters plan and initiate improvement activities that are locally significant - possibly linking with work beyond the Trust - and are responsible for the second enquiry within the annual cycle. Clusters are convened by two colleagues nominated by the Trust on an annual basis. The role is rotational. The principals in each improvement cluster meet termly to create a forum in which:
 - they can support one another around emerging issues in each academy
 - identify professional learning needs in their locality
 - develop communities of practice around identified local priorities
 - bring ideas and proposal to the wider leadership group

School to school support

The trust benefits from a number - These colleagues:

- fulfil the NCTL requirements for Local or National Leaders of Education
- have experience in supporting improvements beyond their own schools
- have existing capacity to offer support beyond their own establishment

- carry additional responsibilities and accountabilities for their contribution to improvement across the trust including the performance management of identified colleagues
- hold membership of the Academic Leadership Team (ALT)

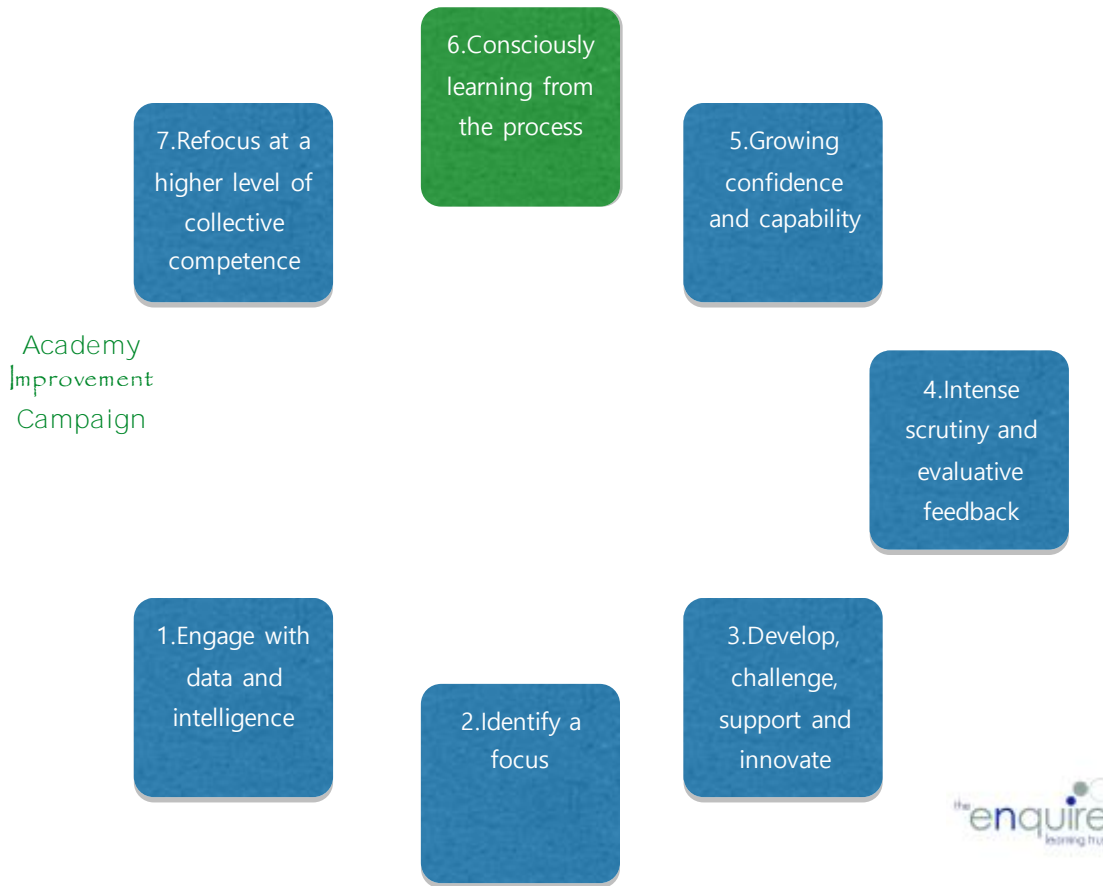
Their work is organised and governed by a monthly school support seminar which gathers collective intelligence about what is developing in each of our academies and uses this intelligence and insight to identify the activity which need to be developed to support the on-going improvement of each academy in the Trust and to agree who will lead and contribute to in the development of that activity. Additionally the seminar will:

- ensure that an engagement plan and record is established for each school
- evaluate the effectiveness of school improvement activity within each academy

The membership of this group is permeable and will be augmented by colleagues from across the Trust in accordance with the needs of academies.

Rapid improvement campaign

Some newly adopted academies may need to improve quickly in order to provide an



acceptable quality of education to pupils. This is particularly the case where the predecessor school was judged by Ofsted to be inadequate or requiring improvement.

Each campaign is co designed with the focus academy and brings to bear the collaborative capacity of the Trust. The campaign is intense and fierce in nature and aims to establish the expectations, habits and conditions for future sustainable self improvement.

Monitoring, challenge and support

The work of all academies is closely supervised as part of our commitment to offer robust oversight, challenge, development and support. The enquiry cycle provides the main route toward this goal and is the core event that underpins a schools engagement with the Trust. The enquiry is led by a member of the ALT and draws in colleagues from other academies. The enquiry team may be designed to muster colleagues with expertise or interest in the

focus being explored or those who may wish to explore great or promising practice or provision in a specified aspect.

Each academy has additional designated and formalised points of contact with the Trust:

Performance management - during the first year of incorporation within the Trust this is led by a Director. In year two this role is devolved to a colleague. All Principals are evaluated against the overall performance of the academy, the successful meeting of performance objectives - which in turn are aligned to the Academy Improvement Plan - and any objectives for personal professional development.

Academy development and academy supervision - each school has two attached members of the ALT who work closely with leadership teams and members of the LGB to ensure improvement. Colleagues involved in development activity will usually visit the academy at least each half term while those designated as supervisor will visit each term. While there is likely to be similarity in the nature of these engagements the process enables the Trust to have two perspectives on the work of a school. The engagements are designed with reference to agreed principles:

- Bespoke development that is do designed with academy leaders and aims to build leadership capacity
- Engagements that are well designed, well planned and well execute
- The engagement will be focused on the crucial work and usually be connected to the Academy Improvement Plan
- There is a joint accountability between helper and helped for the quality of the work and the Academy Principal retains accountable for the outcomes of the engagement
- All engagements are recorded in the Trust Knowledge Management system so that previous encounters can be extended and deepened where necessary.

Term 1:

- Annual immersion enquiry
- Risk register review
- Principal Performance Review - aligning objectives with the AIP

- Data projections for Year 2 and Year 6
- Academy on a Page
- Pupil Premium Review where appropriate
- Half termly leadership seminars
- Cluster learning and development
- Academy focused improvement
- Collaborative learning and development
- SEN compliance and development

Term 2:

- Cluster led focused enquiry
- Risk register review where appropriate
- Quality of teaching validation
- Academy on a Page
- Pupil Premium Review where appropriate
- Half termly leadership seminars
- Cluster learning and development seminar
- Academy focused improvement
- Collaborative learning and development
- SEN compliance and development

Term 3:

- SEF focused enquiry
- Risk register review
- Data collection and analysis
- Academy on a Page
- Quality of teaching validation
- Pupil Premium Review where appropriate
- Academy improvement strategy
- Half termly leadership seminars
- Termly cluster learning and development seminar
- Academy focused improvement

- Collaborative learning and development
- SEN compliance and development

Because schools enter the Trust at different times of the year the cycle of enquiry activity will vary from academy to academy. The cycle described above acknowledges that variation.

	Humber			Manchester			Tees and Esk		
	Development	Supervision	Performance management	Development	Supervision	Performance management	Development	Supervision	Performance management
Darren	Middlethorpe Elliston	Eastfield Humberston CFA Springfield	Springfield	Bradley Green Hawthorns Linden Road	Dowson Moorside Oakfield Godley	Flowery Field Moorside Leigh	Yarm Stakesby	East Whitby Harrow Gate Stokesley	East Whitby Roseberry Stokesley
Ronnie	Eastfield Laceby Acres Buckingham	Elliston Enfield Keelby Middlethorpe	Humberston CFA Buckingham Southcoates Welholme	Dowson Manchester Road Leigh	Hawthorns Flowery Field Linden Road	Godley Oakfield Bradley Green	East Whitby Hardwick Green	Harrow Gate Roseberry Stakesby	
Rebecca	Enfield Springfield Welholme	Buckingham Southcoates	Laceby Acres Keelby Middlethorpe	Godley		Dowson	Harrow Gate	Hardwick Green	Yarm
Jaimie	Keelby Southcoates Humberston CFA	Laceby Acres Welholme	Eastfield Enfield Elliston	Flowery Field Oakfield Moorside	Bradley Green Leigh	Hawthorns Linden Road Manchester Road	Roseberry Stokesley	Yarm	Hardwick Green Stakesby
Moiria	Teaching School & Special Educational Needs (5 identified priority academies)								

The deployment of Academy improvement support (September 2016) is:

Capacity Building

In addition to doing the urgent and pressing things which will move learning and thereby progress and attainment forwards swiftly, the Trust needs to build the long term sustainable

capacity for continuous improvement. Much of this work lies in the development of leaders at all levels who have the ability to help colleagues to move their practice forward. A key part of developing this capacity will be working with the Teaching School Alliance based at Hawthorns School to develop key leaders to ensure the Trust has a growing and developing group of NLE's LLE's and SLE's and that more of our Academies have become National Support Schools.

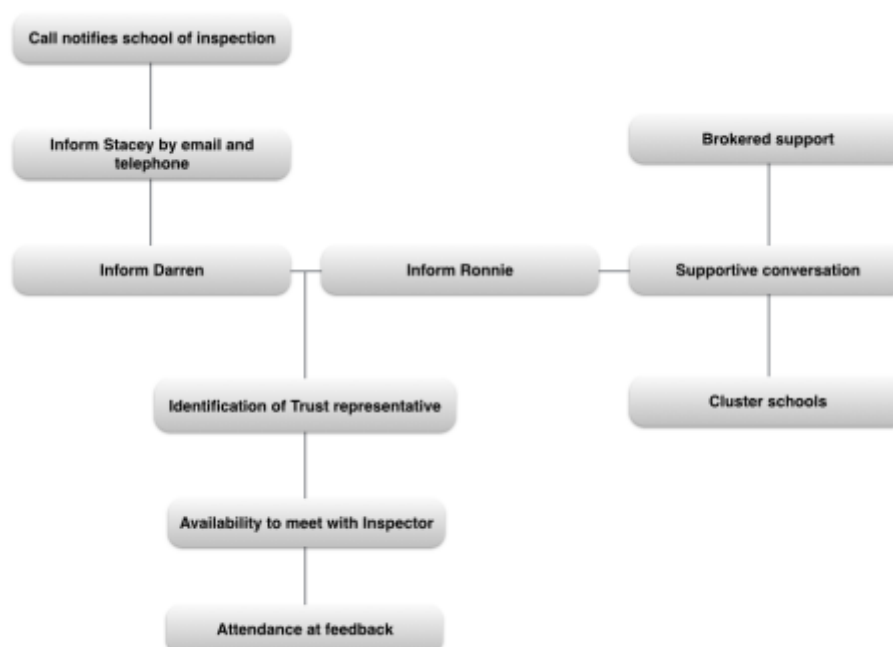
The building of capacity is crucial at all levels:

Career stage	Professional development
Volunteer	Induction including health and safety, safeguarding and confidentiality
Para professionals	Locally determined and designed accredited and specialist training School based CPD
PreQT	Access to teacher training School based CPD
NQT	Teaching school as the appropriate body Trust NQT programme Participation in local CPD offer if required School based CPD
Early Career Teacher	Trust CPD School based CPD
First step leader	Access to teaching leaders School based CPD
Emergent leaders	Access to teaching leaders programme Participation in Trust enquiry Involvement in Trust CPD SLE designation
Senior leader	Trust leadership seminars Cluster convenor role Participation in Trust enquiry Trust thematic development design and delivery LLE designation
Expert leader	NLE designation Ofsted training ALT membership

Preparing for inspection

Prior to inspection the Academic Leadership Team will

- Identify those academies that are likely to be inspected within the next two academic terms
- Commission a qualified colleague to work with the academy to ensure that leaders are comprehensively prepared to meet the challenge of inspection
- Initiate a Pre Inspection enquiry
- Supplement this preparatory work with further support where this is necessary

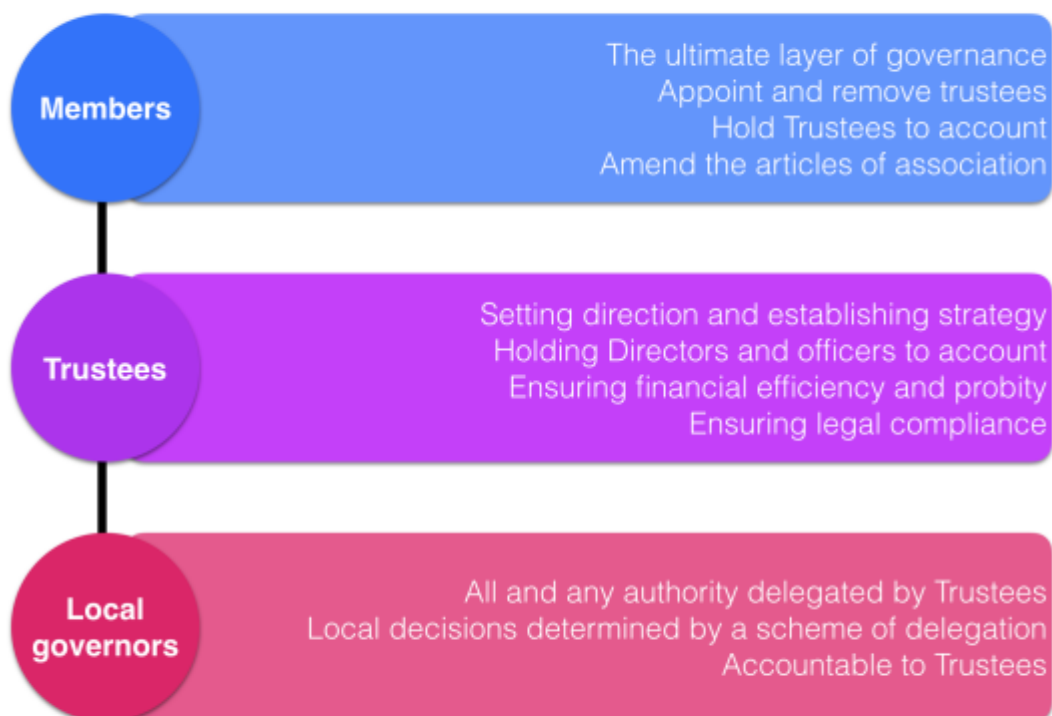


At the point of notification:

After inspection

The ALT will broker support for action planning

Governance and improvement



Governance within the Trust operates at three levels:

Members, Trustees and Governors work within this framework to enact and augment oversight, challenge and support by focusing on core aspect of academy development: quality of educational provision offered by the academy including outcomes for pupils. To achieve this the Trust values governors who demonstrate a high level of commitment their academy and Trust. These governors;

- Are driven by their core strategic functions
- Are curious about what happens in classrooms
- Embrace innovation
- Hold a relentless focus on leadership, teaching, learning and outcomes for pupils

All levels of governance work within a scheme of delegation. LGB leadership, membership, structures and processes are determined by Trustees and each academy agenda follows a Trust wide template.

The principal's report is a central feature of each LGB meeting and this is

- Focused on the core functions of the academy
- Connected to the agreed priorities
- Enabling Local Governors and Trustees to gain insight into the life of the academy
- Providing a rich source of oversight and challenge
- Aligned to the work of leadership



Specifically the report comprises:

Reports should be by exception and good practice maintains that updates on the implementation and impact of the improvement plan should be led by that colleague with named responsibility for the area being reported.

The Central Service Team

The central service team provide academies with high value support and make a key contribution to the Operational Essentials keystone. Their role - whether in relation to finance, health and safety, human resources, governance or ICT - is to enable academy leaders to focus on learning, teaching and the curriculum. They make a telling contribution to improvement activity by:

- Providing a high value service that carries the confidence of leaders, Directors and Trustees
- Ensuring resources are well used to promote great teaching and great outcomes for learners
- Assisting Principals in the recruitment, retention and development of high quality professionals and ensuring that every child benefits from a great classroom team
- Ensuring all children and staff are safe
- Ensuring that the Trust - and by extension all academies - are compliant with statute, recommendations and established good practice

[Appendix 3](#)

Schedule for LGB meetings and agendas

Trustees	LGB
Autumn	1: Recommendation of AIP & SEF, Academy on a page, Performance Management, Predictions (YR2 & 6) expected & above expected
	2: Validation – LGB enquiry, enquiry feedback
Spring	1: Academy on a page, *AIP, *SEF
	2: Validation – LGB enquiry, enquiry feedback
Summer	1: Academy on a page, *AIP, *SEF, Recommendation of Budget
	2: Validation – LGB enquiry, enquiry feedback
Principal's Report	Academy on a page includes update on: H&S, Achievement, SEN, Number on Roll, Attendance, Exclusions, Behaviour, Pupil Premium, SEF & AIP *SEF – by exception *AIP – by exception

(name of academy) Part of the Enquire Learning Trust
Local Governing Body
Autumn Term 1 Meeting (meeting must take place before 21st October)

1. Apologies
2. *Declaration of Business Interests
3. Recommendation of SEF
4. Recommendation of AIP
5. Performance Management
6. Academy on a page
7. Qualitative evidence – slides, videos, photos and children’s work. (to be presented by specific individuals i.e Literacy lead)
8. Trust Update
9. AOB

*Registered Business Interests forms must be completed and submitted to Business Manager before the end of the meeting.

(name of academy) Part of the Enquire Learning Trust
Local Governing Body
Autumn Term 2 Meeting (meeting must take place before 16th December)

1. Apologies
2. *Declaration of Business Interests
3. Validation of AIP/SEF i.e (Governors Enquiry, Enquiry Feedback from Trust, focused area)
4. Trust update
5. AOB

(name of academy) Part of the Enquire Learning Trust
Local Governing Body
Spring Term 1 Meeting (meeting must take place before 10th February)

1. Apologies
2. Declaration of Business Interests
3. Academy on a page
4. SEF – update by exception
5. AIP – update by exception
6. Qualitative evidence – slides, videos, photos and children’s work. (to be presented by specific individuals i.e Literacy lead)
7. Trust Update
8. AOB

(name of academy) Part of the Enquire Learning Trust
Local Governing Body
Spring Term 2 Meeting (meeting must take place before 14th April)

1. Apologies
2. Declaration of Business Interests
3. Validation of AIP/SEF i.e (Governors Enquiry, Enquiry Feedback from Trust, focused area)
4. Trust update
5. AOB

(name of academy) Part of the Enquire Learning Trust
Local Governing Body
Summer Term 1 Meeting (meeting must take place before 30th June)

1. Apologies
10. Declaration of Business Interests
11. Academy on a page
12. SEF – update by exception
13. AIP – update by exception
14. Recommendation of Budget
15. Trust Update
16. AOB

(name of academy) Part of the Enquire Learning Trust
Local Governing Body
Summer Term 2 Meeting (meeting must take place before 21st July)

1. Apologies
2. Declaration of Business Interests
3. Validation of AIP/SEF i.e (Governors Enquiry, Enquiry Feedback from Trust, focused area)
4. Trust update
5. AOB