TREETOPS LEARNING COMMUNITY GOVERNANCE PLAN

Treetops Learning Community Governance plan

1. Treetops Learning Community values

Treetops Learning Community (TLC) is a developing multi-academy trust (MAT) based in Thurrock. Schools within the trust cater for pupils 4-19 with a range of needs.

TLC holds ultimate responsibility for all decisions regarding the running of the individual academies and is accountable for their performance. TLC delegates some matters to Local Governing Bodies (LGB's) in order to enable more focused local control, though it remains legally responsible for standards across both academies within the MAT.

TLC's values and goals are outlined in our Trust development plan which is reviewed as part of an ongoing process. We embrace the values of; **Quality, Equality and Opportunity** for the good of all our children and young people who may need that little bit of extra help:

Quality – will be demonstrated by ensuring all educational opportunities meet the highest possible standards.

Equality – we will ensure each and every member if our school community is treated with dignity and respect regardless of their starting point or background. We all need to be valued and understood as individuals of unique and equal standing in our community.

Opportunity – we will ensure each and every individual has the opportunity to succeed and access the broad range of academic and social activities offered at each school.

This will be celebrated!

Our learning community is committed to going the extra mile and making that difference. We have the drive, passion, determination and influence. We are committed to collaboration with other Special educational needs and disability (SEND) providers in the area to share the drive for positive change.

2. Vision and ethos of individual Academies

Each School will develop its' own vision, ethos and strategic direction ensuring it fits within and promotes the trust vision. The executive leadership team will support and provide challenge with this process. It is the responsibility of the board to monitor individual School performance (see section?) and question vision, ethos and strategic direction as part of a review and school management process. If a new school joins the trust a review of the vision, ethos and strategic direction will form part of the due diligence procedures.

3. Strategic Leadership of the Board of Trustees

The strategic intent of the Trust is to serve the community in achieving the best possible education provision for its pupils in its' academies. Beyond this, we are seeking to:

- Develop more opportunities to maximise how we support pupils at all levels to prepare for adulthood
- Enhance stakeholder engagement and coproduction in our academies
- Continue to develop ourselves as a learning community sharing expertise across academies
- Ensure continued value for money in terms of expenditure and pupil outcomes

The Trust aims to embed itself at the forefront of SEND provision with the desire and drive to maintain our reputation locally, regionally, nationally and internationally The trusts progress against

these objectives will be monitored through trustee meetings and an annual formal review of progress by the trust. This is incorporated in a CEO progress report. Part of this review will include an annual engagement exercise with the trusts external partners. This will form part of the CEO report and will be reviewed by the trustees.

4. Future development of TLC governance

As TLC grows and develops, there are regular reviews of the way governance works across the trust to ensure effective practice and structures.

4.1. Board committees

To ensure the Trustees have a robust oversite of school performance and improvement as TLC grows further we intend to develop a set of systems and procedures to formalise reporting from individual trust schools to the Trustees.

As a SEND MAT comprised of schools with varied cohorts it would not be effective to standardise all elements of the reporting across the Trust. Therefore, we are developing systems which allow a standardised report structure while also allowing the flexibility to have each school report on factors pertinent to the individual school within the report itself.

5. Engagement with parents

One of the core approaches of schools within the trust relates to parental and family engagement. Each school in the trust works effectively with parents to understand and meet the needs of pupils and families. Families are well supported by schools within the trust to enable them to better engage with their child's education. The vehicles for this engagement may vary slightly from school to school but the engagement itself is universal. Some methods for family engagement used by schools in the trust include (but are not limited to):

- Whole school app (PIOTA)
- Home/school diaries
- Phone calls between school and home with appropriate professionals (including class teachers) as and when required
- EHCP reviews
- Parent governors
- Parent View (Ofsted)
- Meet the teacher
- Parents evenings
- School performances
- Parents invited to curriculum days (science, drama, music)
- Family Barbeques
- School activities outside of school opening hours
- Informal meetings on an 'as needed' basis
- Celebration assemblies
- Class assemblies
- Headteacher stickers/ awards

We seek to actively engage with families through a diverse and wide reaching range of methods and we always encourage parents to share concerns/ideas/questions with the appropriate staff member when these things arise. However, we also recognise that despite extended efforts there will be

occasions on which parents may not feel comfortable coming forward directly with concerns or positive comments.

For this reason and to provide quantitative data we engage the parents in each school in a survey which provides them opportunities to share their thoughts and opinions with each school.

These surveys contain questions which relate to the trust core values and aims.

Results of the survey are reported back to parents including a response from individual schools on how they will respond to any concerns raised.

Both the results and the response are then reported back to the trust as one of the measures in the school improvement plan.

6. Engagement with staff

Staff engagement is a very important element of all schools within the trust. Staff are engaged with through a variety of methods including but not limited to:

- Staff meetings
- Staff briefings
- Yearly performance management reviews
- Two elected staff members on each LGB
- Return to work meetings following sickness

Members of the senior leadership team in trust schools also have an open door policy and staff are encouraged to speak with their line managers or SLT about any concerns they have.

For more serious or unresolved complaints, the trust has a grievance policy which outlines how to escalate grievances.

Despite making every effort to actively engage staff through the above strategies we realise that there are times where staff may prefer to share concerns or triumphs through with a degree of anonymity.

As such we invite staff to complete a yearly survey containing questions which relate to the trust core values and aims. This also allows the trust to obtain quantitative data on staff wellbeing.

Results of the survey are reported back to staff including a response from SLT (or trust) on how they will respond to any concerns raised.

Both the results and the response are then reported back to the trust as one of the measures in the school improvement plan.

7. Engagement with local community

Schools within the Trust often visit and engage with the local community as part of the learning of a SEND school. Examples of this might include:

- Community parks
- Shops and markets
- Farms
- Garden centres
- Activity centres

- Libraries
- Public transport utilities
- Work experience

For this reason, we are always open to feedback from the local community both positive and constructive. Any engagement from the local community is reported back to the trustees as part of their monitoring of individual schools.

We also actively recruit members of the local governing body from wider community in order to gain the perspective of those individuals as well as individual expertise.

8. Engagement with pupils

Pupil engagement is a vitally important element of both schools within the trust. Pupils in the trust vary in how effectively they can respond to different engagement techniques so pupil engagement varies.

Pupil engagement includes (but is not limited to):

- Student council
- Pupil views as part of the EHCP
- Pupil participation at the EHCP
- Informal meetings with pupils as and when required
- Monitoring student behaviour as a way of measuring the need to offer additional support
- Safeguarding procedures
- Therapeutic interventions when needed:
  - Speech and language
  - Play therapy
  - Counselling
  - Occupational Therapy

In addition, pupils are encouraged to speak to appropriate staff who they trust about any concerns or worries they may have. This includes speaking to members of senior leadership. The trust actively fosters an environment of trust for its pupils which has a positive impact in both pupil engagement and safeguarding.

In addition, we make a survey available to pupils who are able to engage with surveys. These surveys contain questions which relate to the trust core values and aims. Results of the survey are reported back to staff and pupils including a response from SLT (or trust) on how they will respond to any concerns raised.

Both the results and the response are then reported back to the trust as one of the measures in the school improvement plan.

9. Engagement with employers

Treetops Learning Community has a vision which is far reaching and life changing as it endeavours to make a real impact. As such it views relationships with the world of employment as vital. We have a developing and dynamic approach to meet the needs of our diverse and constantly evolving community.

Alongside normal work experience opportunities we have a secure network of sheltered opportunities, in addition we have plans to open cafes in libraries and to develop work opportunities on our own farms. The vision is far reaching and yet achievable with the intent of making a national impact to change the life chances of the Learning Community we serve.

10.   Risk management

The Trust maintains a risk register which the board reviews and updates at every board meeting. Each risk is assigned to an appropriate group (board, board committee or executive team) which reviews each of its risks at least once per year.

The register documents the nature of the risk, the probability of the risk happening and the level of impact it could have. Actions are then documented where possible to mitigate the risk and these are monitored

Risks are identified by the Headteacher of each school. Each School maintains its own risk register which the LGB reviews as a standing item on the LGB agenda to enable monitoring on a regular basis, to be assured that controls in place are appropriate and effective. The review of risks is fed through the board via minutes of the relevant group's meetings and via their updates to the risk register. Treetops Free School LGB will be trained on matters of risk management.

The trust subscribes to the National Governance Association and governors will be provided with "Managing Risk - a guide for Governing Boards" as part of their training. Additional information on risk management will be made available through the ESFA Academy Trust risk management guidance and the relevant sections of the Governance Handbook, The Governance Competency Framework and The Academies Financial Handbook.

11.   Trustee and Board involvement in strategic priorities

The Trust agree their strategic priorities in a 3-year cycle and review them on an annual basis, realigning them where necessary. The current strategic priorities are

- ***A focus on happiness and well-being which ensures high quality education for all***

    Special schools are by their very nature different places, different settings. They are inclusion by entitlement not by geography. To us high quality education stems from the ethos and ambience of each of our settings. At the heart of each setting is the happiness and well-being of the child. High quality education implies that each child is nurtured, challenged and cared for allowing them to access a curriculum designed to enable them to develop the knowledge and skills they need for their future. Each day there will be a balance to maintain that will be delivered by skill, empathy, understanding and compassion. The determination of each member of staff to do their utmost to provide this quality of education is paramount to our goal. In effect we are following a very "Finnish" model where we believe that if a child is happy they will learn.

- ***Changing lives by preparing young people for adulthood***

    If we achieve our first priority it links directly into preparation for adulthood. It is reasonable enough to expect that happy, well-rounded individuals who are always willing to do their best can go on to achieve the normal hopes and dreams we all hold. We know however, that this is not the case. Changing lives is a major ambition for our learning community. We have always endeavoured to provide work experience and links with local employers but sadly must acknowledge this is simply not enough. We will think and act outside the box. We will work to secure real life opportunities for young people to develop the skills they need so they can

participate in their communities. We are developing our own farm which will be a direct and purposeful model to either provide a link to or direct employment. We will work with other Special School Trusts to share and develop our models and, when successful, roll this out as a national model. The Trust will continue to explore and use any opportunity as and when it arises. If employment is not a reasonable option, then our pupils will prepare for their next steps in a sensitive and purposeful manner given each unique and personal set of circumstances.

- ***Ambitious and outward facing governance which challenges all to change lives***
It goes without saying, that in order to achieve our priorities we will need sound, secure, ambitious and dynamic governance. Our governance procedures will challenge where challenge is needed, locally, nationally and internationally. The aim of effective governance is a given but simply being "effective" is not ambitious enough if we are to change life chances and influence perceptions such that there is a national shift in attitude. Through the governance process we will engage with a wide range of stakeholders including parents, local employers and businesses, members of the school community. Our governance will be updated by reality and use networking and experience to drive change.

- ***Developing Leaders of the future***

"First they ignore you, then they laugh at you, then they fight you, then you win."

Mahatma Gandhi

"Our lives begin to end, the day we become silent about the things that matter."

Martin Luther King

"Leaders are visionaries with a poorly developed sense of fear and no concept of the odds against them."

Robert Jarvik

We aspire to each of these statements. We believe passionately in developing provision that will give our pupils the best possible life opportunities. We will not achieve this if we don't take chances and challenge prejudice and ignorance.

- ***A dynamic and responsive learning community***

Our priorities are interwoven to reflect our values and aims in the ultimate goal of creating a genuine learning community.

A learning community is not a static model but an organic process. Within our organisation we have to consider the learning needs of each individual member of the community and set our priorities in line with our overall aspirations. We will have to be flexible in our approach as our immediate opportunities will have to be prioritised according to need and circumstance. We will ensure we use research to inform our practice and that there are mechanisms and opportunities in place to share practice between each of the Trust schools. Our learning community will be dynamic and responsive and game changing.

Treetops Learning Community has developed a rigorous programme to ensure all of our schools are able to achieve the strategic priorities. As part of the drive to achieve these priorities each school is expected to:

- self-evaluate
- seek out development opportunities
- share practice across and beyond the Trust
- seek support and challenge from both the Executive team and outside of the Trust

On a termly basis the Executive Team and school leaders work together using a range of evidence to judge where the school is on its improvement journey. Criteria has been established based on the work of Sir David Carter to facilitate these discussions. This process informs the monitoring process and where appropriate intervention by the Trust team. Schools will be classified as being in one of 4 phases.

Each school is expected to prioritize these areas in their School Improvement plan which they report on the progress of to the LGB on a termly basis. This will provide the opportunity for leaders to be challenged in relation to progress towards achieving targets. Reports will be shared with the Board of Trustees which will support with the achievement of strategic priorities and will provide a mechanism for challenging both the LGB and school leaders. LGB and school leaders, with the support of the Executive team, will use the review in the summer term to inform improvement planning for the following academic year. This summer term review will inform the annual CEO report to the Board of Trustees.

According to this report and taking into account individual schools reports the CEO and Trustees will perform a review of the Trusts strategic priorities and subsequently present a report with actions leading to outcomes addressing those priorities.

12. Trustees and governor's knowledge of cohorts

To ensure Trustees have a strong knowledge of their schools

- Trustee meetings will usually be held in each school at least once per year
- At least one trustee will visit each school during the academic year
- Each school will provide an overview PEN profile of their cohort to the Trustees, which will form part of the Trustee induction.

To ensure LGBs have a strong knowledge of their schools

- Governors will undertake regular visits to their school which will focus on key priorities including the Quality of Education, pupil voice, parental voice, curriculum offer as well as the Trust KPIs
- Governors will complete visit reports which will be submitted to the LGB
- PEN portraits will be reviewed and discussed regularly to ensure these accurately reflect the school

13. Trust and LGB monitoring of schools

Treetops Learning Community has developed a rigorous programme to ensure each of our schools are able to achieve the strategic priorities. As part of the drive to achieve these priorities every school is expected to:

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- seek out development opportunities
- Share practice across and beyond the Trust
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Stabilise	Repair	Improve	Sustain

The appendices set out the documents the Trust will use for school improvement purposes

1. The Framework for School Improvement (Appendix C)
2. Monitoring and Evaluation approaches including additional interventions for schools in the stabilise or repair phases (Appendix D)
3. The model for intervention (Appendix E)

The Framework for School Improvement (Appendix C) allows all aspects of provision to be judged, this in turn is linked to the Trust strategic priorities.

Each term the CEO and School Improvement Leader will engage with school leaders in a range of monitoring and evaluation activities to support the ongoing self-evaluation of the academies within the Trust. (Appendix H)

Where a school is at the stabilise or repair phases specific interventions and additional measures, in addition to the Trusts standard monitoring and evaluation systems and processes (see above), will be considered and implemented by the Trust. These will be aligned to the specific needs of the school to ensure improvement. Measures may include, although are not limited to:

- Appointment of an Interim Executive Committee to replace the LGB
- All financial decisions removed from the school and managed directly by the Trust
- Implementation of a School Rapid Improvement Plan led by the Executive Trust Leaders
- Trust support plan drawn up detailing the responsibilities of the Executive team and the regularity of monitoring visits

- Secondments to strengthen the leadership of the school, e.g. Executive Headteacher, Associate Headteacher, Subject Leader

Where a schools is on a downward trajectory from the sustain stage to the improve stage a targeted plan will be developed in conjunction with school leaders to address the areas of decline. This may be informed by peer review or a Trust whole school review designed to delve into the areas which are causing concern. (See Appendix I)

14.   Quality assurance of governance

Each LGB will develop their own development plan with support from the Trust Executive team to monitor the effectiveness of the governing bodies effectiveness. This will provide the opportunity to measure the impact of governance as well as progress through the areas of improvement, which have been identified. This monitoring will be linked to the School Improvement strategy (see Section: Trust and LGB monitoring of schools) which is reviewed on a termly bases. The Trust will ensure there is a formal annual review of the impact of the LGB which will draw on:

- Progress with the governance development plan
- scrutiny of minutes of governance meetings
- review of governor visits
- discussions with members of the LGB
- observations of LGB meetings

In addition, the Trust may also use all or some of the following:

- Peer review between schools within the Trust
- Peer review with our external partner Trusts
- Engagement with the Local Authority school improvement service
- Governance review tools (e.g. NGA)
- Annual skills audit for governors

15.   Trust Improvement Leader

The Trust employees a Trust Improvement Leader whose role is to provide challenge and support to school leaders and to ensure Trust leaders are supported in knowing the schools well in the Trust. The roles and responsibilities include:

- Monitoring quality of curriculum and teaching
- Monitoring attendance and behaviour
- Data analysis
- Monitoring the quality of safeguarding
- Support and challenge to leaders
- Ofsted support, guidance, training, prep
- Supporting school leaders with self-evaluation and improvement planning
- Support for LGBs re challenge/questioning
- Monitoring the effectiveness of safeguarding practice
- The Trust Improvement Leader reports directly to the CEO and Trust Board on a half termly basis with a formal report provided termly to the Trust Board. When significant concerns arise these will be reported immediately to the CEO so appropriate action can be taken.

16. Individual school peer review

Each school in the trust seeks opportunities for peer review. This may come from other schools within the Trust or may be sought from external partners. Each school is expected to engage in peer review at least once each year with a trust partner and once with an external partner. These reviews must be submitted to the LGB and the Trust for scrutiny and comment.

17. Escalation

On occasion the LGB may wish to escalate an issue to the Board of Trustees. On these occasions the Chair of Governors for the school will formally request a meeting with the Chair of Trustees (and or CEO) through the clerk to the trustees. Any resulting responses or actions would be followed up by the clerk to the trustees to pass to the local governing board/local chair as appropriate. The subsequent actions will be in line with the School Improvement Strategy and the Flowchart of escalation (appendix I) including a plan of intervention if required.

18. Intervention for non-performance

If following a termly or yearly review it is found that a school in the trust is not performing, then it is imperative that this is addressed immediately.

This procedure is outlined in the flow chart of intervention (see appendix E)

19. Performance managing head teachers

The performance management of Headteachers is carried out by the CEO as part of an annual review cycle and has been developed in line with guidance from:

- Headteacher appraisal: a guide for governing boards (NGA)
- Model appraisal and capability procedure (DfE)
- Headteachers' standards (DfE)
- The governance handbook – section 6

An independent person will facilitate the review who will provide professional support and advice. The role of the external advisor is to provide advice and support on the legal process; interpretation of data and other performance information; and objective setting. They will also complete the necessary paperwork.

New objectives are discussed and agreed at each annual appraisal meeting. This ensures the headteacher understands what is expected during the coming year and can raise any issues. There will also be a mid-year review to ensure the Headteacher is on track and to re-align any objectives if circumstances change. Between three and five objectives will be agreed.

Objectives will:
- align with the Trusts vision and strategic priorities
- be specific, measurable, achievable, relevant and timebound (S.M.A.R.T.)
- allow progress to be tracked against agreed success criteria
- be precise and specific in their wording
- have beneficial outcomes for the pupils of the school
- include a timeframe for their achievement
- include at least one objective focused on the Headteachers personal development

20. Oversite and pay conditions for other school staff

Yearly performance management is a minimum option for each school and staff member (including support staff). Teaching staff also receive a mid-year review of their PMR. The Trust currently subscribes to the government's current education pay and conditions. The trust board will review and approve the pay and condition policy on an annual basis in the autumn term.

21. Trustee and LGB meeting timetables

The trust and each LGB is expected to meet at least three times per year and once per term. The LGB will meet between the trustee meetings in order that the trust can instruct the LGB and the LGB can report to the trust. TLC has one subcommittee which manages finance, audit and risk. This sub committee meets 6 times yearly. There are currently no sub-committees of the LGB's.

Governors are expected to attend all meetings when this is reasonably possible and dates of meetings are given well in advance. If a governor attends no meetings at all in a 6 month period with no apologies or explanation, they could face suspension from the board. The proposed timetable for meetings of the trust and the board are published via the clerk to the governing body.

The Trustees will set a timetable for meeting the following year at the end of the final meeting in the summer term. LGB will set a timetable for meetings after they have received the trustee timetable.

Traditionally meetings are face to face however during the Covid crisis we have learned that virtual meetings are highly productive and have the benefit of allowing for greater diversity. Therefore, it is likely that post Covid virtual meetings or meetings with some live and some virtual participants will be an efficient modality.

Work plans for the trust board are set in consultation with the chair of trustees, CEO and clerk along with members of the central team. Work plans for the LGB will be constructed with the chair of governors, head of school and the clerk to the LGB.

22. Financial governance

The Trust Board has agreed the articles of association, funding agreement and scheme of delegation. The articles of association and funding agreement are amended if there are significant changes in the structure or constitution of the trust. The scheme of delegation is reviewed on an annual basis. On appointment and then annually, each trustee is expected to read all these key documents along with the Charity Commission's 'the essential trustee' and the academies financial handbook. A presentation of the key changes to the academies financial handbook is made annually to the Finance, Audit and Risk Committee and also documented in the education update section in the monthly management accounts so that all trustees are aware of the changes.

Members of the Board's Finance Audit and Risk committee have a more detailed understanding of the responsibilities of financial governance. The committee meets at least 3 times per year but usually 6 times and monitoring of budget, financial risk management, audit recommendation action plans, ongoing concerns, finance policies and education finance updates are regular agenda items.

The TLC financial regulations, which complement the academies financial handbook, sets out the responsibilities financial responsibilities of the trust board, finance audit and risk committee, LGBs, CEO (who is the Accounting Officer) /CFO, heads of school, finance staff and budget holders. These regulations are reviewed at least annually.

The Trust has a partially centralised finance function with an appropriately qualified CFO who is fully supported by an external company who are specialists in education finance. The external company ensure that key finance personnel, senior leaders and trustees are kept up to date with changes in the financial requirements of academies. Each school has its own bank account which is reconciled on a monthly basis and reviewed and signed by the headteacher of each school. Cash flow forecasts are prepared on a monthly basis and reviewed by the local governing body and the trust board. All of the trust's property comes under the control of the trustees so they have full responsibility and can maintain oversight. The trust has a sound system of internal control in place which includes adequate segregation duties. Treetops Free School will fit into the already well-established finance structure.

The role of the LGBs includes scrutiny of the use and impact of school finances on school improvement. To support them in doing this they will receive a monthly set of management accounts for their setting. These will be prepared by the trust board's CFO and any external supportive bodies who work with the trust and are prepared on an accrual's basis. The management accounts will include an income and expenditure statement, variance analysis with a narrative, balance sheet, cash flow and financial Key performance indicators (KPIs). The LGB will also receive a

medium-term financial plan which is reviewed and updated termly. Efficiency and value for money is monitored by the trust board and group purchasing carried out across the MAT where possible.

The members appoint the external auditors on an annual basis based on a report provided by the trustees on the current auditor's performance. The report recommends whether to reappoint the current auditors or go to tender. The trustees appoint the internal auditors on annual basis and agree a scope of work to be tested which is based on their assessment of risk. Following the receipt of internal or external auditor reports, action plans are prepared to deal with any recommendations made and these plans are monitored by the Finance, Audit and Risk committee.

As Treetops Free School is becoming part of TLC they will fit into the already well-established finance structure.

23. Members

TLC should usually comprise five members.

24. Board of Trustees

The board has been in existence since 2016. It usually comprises of 7 Trustees.

The board meets three times in each academic year in line with the articles of association. Each meeting is usually held at Treetops School. Where 'in person' meetings cannot be held the board will use virtual meetings to ensure compliance with the articles of association.

25. Members and trustee crossover

The trust is aware of the Academies Financial Handbook requirements regarding the makeup of the member and trustee bodies. We note that there is a *strong preference that the majority of members be independent of the board of trustees. As a trust we will ensure that there is little or no overlap between these bodies.*

26. TLC Structure

Appendix A provides a tabulated representationof the responsibilities of each organisation as dictated by the scheme of delegation.

27. Executive team

The TLC executive team includes: the CEO of the trust, the Headteachers and the Business Manager.

Members of the Trust (at all levels) access varied development opportunities. The trust clerk sources training opportunities and shares these through the governor hub system.

28. Clerking

TLC and both schools within the trust employ the services of a professional clerk. Treetops Free School will also do this. TLC subscribes to Essex Clerks association. The Trust Clerk attends termly briefings and annual meetings of the organisation. The Trust Clerk also attends relevant webinars on the governorsforschools.org website and is part of the Clerks for UK governors group on social media which shares best practice.

29. Local governance

Currently each school in the trust has a local governing body (LGB). Each LGB has a professional clerk.

Each LGB consists of a minimum of 7 and maximum of 13 governors. These include: The Headteacher, a minimum of 2 parent governors, up to 2 staff governors and up to 8 trust appointed governors including the appointed chair.

30. Succession plan

According to the TLC articles of association:

"The term of office for any Trustee shall be four years, save that this time limit shall not apply to any post which is held ex officio. Subject to remaining eligible to be a particular type of Trustee, any Trustee may be re-appointed or re-elected at a General meeting"

In order to ensure successful succession planning the Trust will monitor how long trustees and the chair have served through the clerk. When a trustee reaches a point where they are two academic terms away from the end of their term the succession plan will be activated and one of the following 2 actions will occur.

a) The board will decide to 're-appoint' the trustee in question at the next general meeting.
b) The board will decide to recruit a new trustee to fill the role.

In filling vacancies, the trust will make use of all available avenues to recruit the necessary skill set. We seek to ensure that the TLC Trust Board is as diverse as possible both in terms of background and expertise. For more details on the trusts methods of governor/trustee recruitment please see the section 'governor and trustee recruitment.

31. Trustee and governor recruitment

The trust combines local networking with recruitment services such as Inspiring Governance and Academy Ambassadors. These services introduce those who have registered interest in governance with organisations looking to fill governance vacancies.

Once an application is received they are interviewed by the Chair of the Trust and the CEO of the trust who reports to the trust board with their recommendations.

Recruitment of staff and parent governors to the local governing bodies is through nomination and election by the relevant community.

32. Board skills

The trust is committed to regular reviews of the skills audit to ensure the board is reaching maximum potential. Appendix E includes a copy of a skills audit which led to the recruitment of an additional trustee with strong legal resources skills.

TLC uses our broad base of local contacts to recruit new governors through networking as well as using the Academy Ambassadors Programme.

33. Skills gaps

Where a skills gap is identified this will be filled via the use of additional training (as outlined in the training section) or via recruitment of additional trustees through the recruitment of succession planning systems.

34. Trustee Governance training, development and support

The Trust provides a comprehensive package to all trustees and governors to ensure they are able to provide excellent challenge and support to the trust and the individual schools. All trustees and governors receive training in trust wide and school specific factors.

34.1.   Induction – trust and all LGB

All trustees and governors undergo a Trust specific induction programme which includes reading and agreement to: Trust Articles of Association, Supplemental Funding Agreement, Trust Scheme of Delegation, The Academies Financial Handbook, Trust Financial Regulations, and any other current relevant legislation and guidance for Governors.

In addition, governors are given access to a current and up to date in person or online training on how to be a governor.

In addition, the Trust has developed an induction package which provides new trustees with a grounding in the trusts history, values and expectations.

34.2.   Induction – individual schools

Individual schools have developed their own individual induction packages to complement the package provided by the Trust. For example, Treetops Free School will provide a basic training and understanding in Applied Behaviour Analysis (ABA), Autism and the assessment systems used by the school.

34.3.   Support and mentoring

Trustees and governors will have ongoing options for support and supplementary training by request to a number of relevant bodies/individuals including:

- Other LGB's
- The Trustees
- The Trust Chair
- Other school's SLT
- The CEO/CFO
- SBM
- The Clerk to the trustees
- School Improvement Leader
- Other allied organisations including:
  - Hope Learning Community
  - South West Essex Community Trust

Individual schools will access this support network with a frequency and manner appropriate to them. If an individual school appears to be struggling when the trustees review progress this support will be provided as part of the package to ensure standards are met.

34.4.   Training

TLC schools access training as appropriate via a range of different providers including: Services for Schools and governors for schools. These include webinars and training modules on topics such as:

- Introduction to governance
- Driving school improvement
- SEND for governors
- Finance
- Performance data

These courses are accessed on an 'as a when' needed. Although in most cases governors will complete at least one module on 'introduction to governance' unless they already have extensive experience.

For some governors or governance roles a bespoke package of training will be developed to support the specific role or expertise of the individual.

35. Treetops Free School LGB arrangements

The vision for Treetops Free School is in every way closely aligned to that of TLC. The Free School will use TLC's systems and procedures. There will be a substantial sharing of resources including business management and ICT support. The CEO will provide a mentoring and support role to the Headteacher of Treetops Free School

TLC and Treetops Free School have decided that the best policy with regards to the new Free School LGB is that a LGB will be developed during the first year so that governors with specific skills can be involved in the development of the school throughout the opening year.

We will look to recruit governors ensuring that all key skills required are addressed. See the appendix C for biographies of current trustees.

The trust is currently working through the process of officially appointing these individuals and hope that this will be complete by the end of the autumn term 2021. Currently the LGB is utilising the expertise of the TLC clerk to the trustees to support in this process.

For a more detailed description of the timeline for the governance arrangements see the table below:

Opening year	4 trust appointed governors (current) 1 additional (HR background) - Chair appointed
Year two	As per previous year plus… - Recruit 1 Free School parent governor - Recruit 1 Free School staff governor
Year three	As per year one plus… - Appoint 2nd Free School parent governor - Appoint 2nd Free School Staff governor

For details of how the LGB will manage its own performance and impact on the school please see section: "Quality assurance of governance"

35.1. Chairing and clerking

The LGB will have its' own appointed chair who will work closely with the headteacher of the school.

The trust will appoint its' own clerk to fulfil the role in the Free School.

35.2. Involvement of parents and staff

In the pre-opening year of the Free School Parents will not be represented on the LGB. In year one a parent governor will be elected and in year two this will increase to two parent governors. This pattern will also follow for staff governors.

See also the earlier sections 'engagement with staff and parents'

35.3. Training and support

Please the section 'Trustee Governance training, development and support' for an outline of training and support offered by the trust.

In addition, the LGB at the Free School will need some basic training on:

- Autism
- ABA

35.4. Monitoring and fulfilling the core governance functions

The trust expects individual schools to report back on the factors outlined in 'School improvement plan' which relate back to trust level aims/values. From these reports each school will develop an improvement plan.

The Trust also has key performance indicators which the individual schools report back on.

The Trust board will receive reports with information pertinent to the individual schools and at a level of detail required by the trust.

The TLC improvement framework will set out the process for monitoring performance in academies and that, if there are concerns, the actions the TLC will take.

Treetops Free School will conduct annual staff, student and parent questionnaires, the results of which will be reported to the LGB.

All local governors will be briefed on safeguarding and each LGB has a nominated safeguarding governor who is trained in safeguarding for governors and who is responsible for ensuring the school is compliant.

Annual performance review of Treetops Free School's Headteacher will be carried out by the trust CEO and challenging objectives will be set linked to the trust KPI.

The Board of Trustees will monitor the effectiveness and impact of governance at Treetops Free School, including reviewing roles and responsibilities to ensure all aspects of governance is covered.

36. Committees

At present, the trust has one sub-committee (The Finance, risk management and audit committee). There are no current intentions to set up any additional sub committees.

37. Trust, finance, risk management and audit committee

The Trust Finance, risk management and audit Committee will be responsible for final approval of: Trust Academies Accounts Return to ESFA, Response to Auditor's Management Letter, Accounting Policy, Anti-Fraud and Corruption policy, Investment Management and 3 year budget plans. They will also be responsible for providing advice and recommendations to the trustees on a number of other areas such as expense policies etc. This is further outlined in appendix E. This committee meets up to 6 times per year.

38. Terms of reference

All terms of reference are available on the trust website.

39. Safeguarding, inclusion and PREVENT

Safeguarding governors and or trustees will meet with the designated safeguarding lead for each school on a termly basis to provide challenge for issues around safeguarding and PREVENT.

Inclusion will be monitored by all trustees/governors and reflected in visit reports. Governors/Trustees will provide challenge around different groups to ensure their needs are met.

Data regarding inclusion will be apparent in staff surveys, performance management and other mediums.

40. Pupil premium and other targeted funding steams

Schools will use evidence based research primarily from the Education Endowment Fund (although other approaches will be considered where they particularly apply to the specific needs of the pupils in our schools) to inform their practice to ensure the pupil premium grant is used effectively to improve outcomes of pupils who are disadvantaged. Following a thorough analysis of the educational performance of pupils who are disadvantaged (this will include the use of EHCP outcomes and the annual review process, review of in school assessment data, review of external accreditation data) schools are expected to identify the main barriers for learning. Approaches to utilising the pupil premium grant focus on teaching, targeted academic support and wider strategies and are drawn from educational research. The pupil premium plans must include how these approaches will be resourced as well as the success criteria for the approach taken. The impact of the grant is measured using a variety of tools including:

Continual review of the quality of teaching across the school to ensure all pupils, including those who are disadvantaged are receiving the highest quality provision

The progress disadvantaged pupils make in relation to non-disadvantaged pupils through schools own assessment systems

The progress disadvantaged pupils make in relation to their outcomes in their EHCPs

The progress disadvantaged pupils make against the measurement tools linked to targeted academic support that have been used as part of the school strategy

Qualitative feedback from parents/carers and pupils, particularly around the wider strategies.

Monitoring of behaviour and attendance of disadvantaged pupils over time

The impact is measured termly by school leaders and reported to the LGB. The Trust Improvement Leader monitors school plans on a termly basis which includes a review of the ongoing impact of the strategy. Where the strategies are not having the desired impact, as set out in the success criteria, they are required to modify their plans accordingly. The school will publish an annual report on the impact of the pupil premium grant.

41. Managing any conflicts of interest

Any Trustee or governor who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with their duties as a Trustee shall disclose that fact to the Trustees as soon as they become aware of it.

A Trustee must absent themselves from any discussions in which it is possible that a conflict will arise between their duty to act solely in the interests of the Academy Trust and any duty or personal interest (including but not limited to any Personal Financial Interest) outside of the trust.

This is outlined in the articles of association.

Conflicts of interest are kept on GovernorHub and published on the school/trust website. They are reviewed at each meeting and the register is maintained and updated on an ongoing basis by the clerk.

Appendix A – Scheme of Delegation

Treetops Learning Community
Scheme of Delegation

Introduction

The Scheme of Delegation sets out the delegated powers between the different bodies involved in the governance and operation of Treetops Learning Community and its member academies.
The bodies may include:

1. Trust Members
2. Trust Board of Trustees
3. Trust Finance and Audit Committee
4. HR & Standards Committee
5. Local Governing Body – note there will be no sub committees of the local governing body
6. Chief Executive Officer
7. Headteachers of individual academies

The delegated powers are broken down into different levels in line with the Trust's principles of governance, leadership and operation. The delegated autonomy for individual academies is aligned with the need for the Trust to fulfil its corporate responsibilities and accountabilities to the Department for Education, Education Funding Agency, Charities Commission, HMRC and Companies House.
The different levels of delegated power are listed below but it should be noted that not every task requires all levels of delegated power to be defined:

- Approve (A) – Final Authorisation
- Recommend (R) - draft document reviewed, and course of action recommended
- Advise (AD) – present options for consideration or provide expert knowledge
- Inform (I) – Need to make body aware

The Scheme of Delegation should be read in conjunction with the Terms of Reference and relevant policies. While the scheme is designed to be comprehensive, it will not cover every task.

	Task Key: Approve (A), Recommend (R) Advise (AD) Inform (I)	**Members**	**Board**	**Finance, Audit Premises and Risk C'ttee**	**LGB**	**CEO**	**Headteacher/ Head of School**
1.	**Governance**						
1.1.	Approve Trust Articles of Association	A					
1.2.	Approve Trust Board Terms of Reference	A	I				
1.3.	Approve Trust Scheme of Delegation		A	I	I	I	I
1.4.	Approve new convertor or sponsored academies joining MAT		A	AD		AD	
1.5.	Establish Trust Committees		A	I			
1.6.	Approve Trust Committee Terms of Reference		A	R			
1.7.	Approve Local Governing Body (LGB) Terms of Reference		A		I	AD	
1.8.	Appoint Chair of Trust Board		A		I		
1.9.	Appoint Chair and Vice Chair of LGB		I		A		
1.10.	Remove Chair or Vice Chair of LGB		A		R		
1.11.	Appoint LGB members				A		
1.12.	Remove LGB members		A		AD		
1.13.	Appoint (and remove) Chair(s) of Trust Committees		A				
1.14.	Appoint (and remove) Trust Committee members		A				
1.15.	Appoint (and remove) Clerk to Trust Board		A				
1.16.	Appoint (and remove) Clerk to LGB				A		
1.17.	Appoint (and remove) Accounting Officer/CEO		A		I		

Ref	Item						
1.18.	Appoint (and remove) Chief Financial Officer		A		I		
1.19.	Trustees Expenses Policy		A	R			
2.	**Trust & Academy Performance, Curriculum and Teaching**						
2.1.	Trust Strategic Development Plans		A		I	AD	
2.2.	Academy Performance Targets		A				
2.3.	Academy Performance Review *e.g. SEF*		A		R		
2.4.	Academy Strategic Development Plans		I		A	R	R
2.5.	Teaching & Learning Policy		A			AD	
2.6.	Curriculum Policy		A			AD	
2.7.	Sex Education policy		A			AD	
2.8.	Religious Education policy		A			AD	
2.9.	SEN & Inclusion policy		A			AD	
2.10.	Trust Inset Days		A	R		R	R
3.	**Staff Policies and Pay**						
3.1.	Pay & Remuneration Policy		A	R	I		
3.2.	Performance Management Policy		A		I	R	R
3.3.	Code of Conduct		A		I	AD	
3.4.	Disciplinary Policy		A		I		
3.5.	Grievance Policy		A		I		
3.6.	Capability Policy		A		I		
3.7.	Whistleblowing Policy		A	R	I		
3.8.	Re-structuring & Redundancy Policy		A		I		
3.9.	Recruitment Policy		A		I		
3.10.	Equality and Diversity		A		I		
3.11.	Employee Health & Safety Policy		A		I		
3.12.	Flexible working		A		I		
3.13.	Employee Terms & Condition changes		A	AD	I		
3.14.	Teachers Annual Pay Award		A	AD	I		
3.15.	Support Staff Annual Pay Award		A	AD	I		
3.16.	CEO Performance Review and Pay		A	AD		I	
3.17.	Headteacher Performance Review & Pay		A	AD	AD	AD	I
3.18.	Individual Performance Pay Awards					A	A
3.19.	Special staff payments including redundancy		A	AD	AD	AD	AD
3.20.	Agency Workers Regulations		A		I		
4.	**Staff Management**						
4.1.	Central Trust staff structure & complement		A	AD		AD	
4.2.	Central Trust staff appointments		A	AD		AD	
4.3.	Academy staff structure & complement		I		A	I	R
4.4.	Academy headteacher appointment		A		R	R	
4.5.	Academy deputy appointment		I		A	I	AD
4.6.	Academy Teaching and support staff appointments						A
4.7.	Suspension of Headteacher		A		R	AD	
4.8.	Return of Headteacher after suspension		A		R	AD	
4.9.	Dismissal of Headteacher		A		R	AD	
4.10.	Suspension of teaching and support staff (excluding Headteacher/CEO)					A	A
4.11.	Return of teaching and support staff after suspension (excluding Headteacher/CEO)					A	A
4.12.	Absence Management		A		I	AD	
5.	**Financial Governance**						
5.1.	Trust & Academy Financial Regulations		A	AD	I	I	I
5.2.	Appoint Trust auditors	A	R	AD	I		
5.3.	3-year Budget Plans			A	R	AD	AD
5.4.	1-year Budget Plan		A	R	AD	AD	AD
5.5.	Trust Annual Accounts		A	R			
5.6.	Trust Academies Accounts Return to ESFA			A			
5.7.	Response to Auditor's Management Letter			A			
5.8.	Accounting Policy			A	I		
5.9.	Anti-Fraud and Corruption			A	I		
5.10.	Investment Management			A			
5.11.	Reserves Policy		A	R	I		

6.	**Academy Policies & Procedures**						
6.1.	Academy times, terms and holidays		I		A	I	A
6.2.	Change of Academy Age Range		A			R	R
6.3.	Expansion of Academy PAN		A		R	AD	AD
6.4.	Extension of Academy provision				A		R
6.5.	Child Protection, Welfare & Safeguarding Policy		A		I		R
6.6.	Attendance Policy		A		I		R
6.7.	Pupil Premium Policy		A		I		R
6.8.	Education Visits Policy		A		I		R
6.9.	Pupil Behaviour & Exclusions Policy		A		I		R
6.10.	Complaints Policy		A		I		R
6.11.	Admissions Policy		I		A		R
6.12.	Academy prospectus				A		R
6.13.	Academy website				A		R
6.14.	Academy logo & branding				A		R
6.15.	Academy uniform				A		R
6.16.	Accessibility plan				A		R
6.17.	Anti Bullying policy				A		R
6.18.	Charging and Remissions				A		R
6.19.	Data Protection Policy		A		I	AD	
6.20.	Freedom of Information		A		I	R	
7.	**Premises & Assets**						
7.1.	Asset Management Policy				A		AD
7.2.	Health & Safety Policy		A		I	R	
7.3.	Lettings policy				A		R
7.4.	Significant Premises Modifications – Academy			A	R		AD

Appendix B - Skills Audit

	Desirable or essential?	OVERALL	Trustee A	Trustee B	Trustee C	Trustee D
1. Strategic leadership						
Experience of being a trustee/governor in another school or being a board member in another sector.	D	4	5	3	5	1
Experience of trusteeship or management of a complex organisation with multiple sites/subsidiaries.	E	4	5	2	4	5
Experience of chairing a board/governing board or committee.	D	4	5	4	3	5
Awareness of the key aspects of national education policy e.g. school funding, curriculum, teaching, learning etc.) and education locally e.g. the types of school, local education issues etc.	E	4	3	2	5	5
Knowledge and or experience of the community or communities served by schools in the trust can be useful to the board.	E	4	3	4	5	5

Experience of strategic planning and translating a vision into to clear objectives.	E	5	5	3	5	5
Experience of engaging and working with stakeholders (e.g. parents, community groups, local business etc.) within or outside of the school sector.	D	4	3	4	5	5
Understand the principles of risk management and how to prioritise, assess and mitigate against risks.	E	4	5	3	5	3
Experience and or involvement in change management activities e.g. planning a re-structure or reorganisation	E	4	4	3	5	5

2. Accountability

Experience of working with leaders to establish expectations for improvement, outcomes and of how progress is to be reported.	E	4	4	3	5	5
Knowledge of the elements that make up a broad and balanced school curriculum and how the attainment and progress of pupils is assessed and measured.	D	4	4	2	5	5
Ability to interpret data and statistics presented in a range of formats relating to the progress and outcomes achieved by pupils and using it to identify strengths, weaknesses and areas for development.	E	4	4	3	5	5

Ability and confidence to ask questions and challenge leaders in an appropriate way on matters relating to the educational outcomes, behaviour, welfare and wellbeing of all pupils.	E	4	4	3	4	5
General experience of financial planning, monitoring, decision making, compliance and control.	D	4	5	4	3	5
Experience of financial planning, monitoring, decision making, compliance and control within the school sector.	E	4	5	2	4	5
Experience and expertise in business development.	E	3	3	4	2	3
General experience of human resource (HR) policy and processes.	D	3	2	3	2	5
Experience of human resource (HR) policy and processes within the school sector.	E	3	2	2	2	5
General experience of preparing for and responding to inspection and oversight.	D	4	4	3	5	5
Experience of inspection and oversight within the schools sector.	E	4	4	2	5	5

Experience of marketing, media and PR.	D	1	1	3	3	5

3. People

Ability to listen, reflect and learn from a range of viewpoints and consider impartial advice before reaching my own view.	E	5	4	4	5	5
Capable of working alongside and of building strong, collaborative relationships with a range of personalities.	E	5	4	4	5	5
The skills, tact and diplomacy required when discussing issues that are of a sensitive nature and are used to bring people together in adversarial situations.	E	4	4	3	4	5

4. Structures

Familiar with the strategic nature of the board's functions and how this differs from and works with others including executive leaders and academy or regional committees.	E	5	5	4	4	5
Experience of reviewing governance structures appropriate to the size and complexity of the trust and diversity of its stakeholders.	E	4	5	3	4	5

5. Compliance						
Experience of complying with legal, regulatory and financial frameworks and statutory guidance.	E	4	4	4	4	5
Working knowledge of the legal duties and responsibilities of a trustee e.g. in relation to the safeguarding of children and in respect of pupils with special educational needs and disabilities (SEND).	E	4	4	3	3	5
Understand the importance of adhering to organisation policies e.g. on parental complaints or staff-discipline issues.	E	4	4	3	5	5

6. Evaluation						
Experienced in the process of evaluating the working practices of a team and of applying the learning to make improvements.	E	4	4	3	5	5

7. Positive contribution						
Aware of strengths, weaknesses and committed to personal development.		4	4	4	4	5

Able to work as part of a team and build positive working relationships with different personality types.		4	4	3	5	5
Honest, transparent and acts with integrity.		5	4	4	5	5
The ability and confidence to speak up when I have concerns e.g. about non-compliance.	D	5	4	5	5	5

Strategic Priorities		Stabilise	Repair	Improve	Sustain
A focus on happiness and well-being which ensures high quality education for all	Teaching	Teaching is poor	There are pockets of improved teaching performance across the school.	Teaching is strong across the school with just a few pockets of ineffective practice that are being addressed appropriately.	Teaching is strong across all areas of the school.
	Curriculum	The curriculum is weak. There is a lack of systematic planning. It fails to meet the needs of pupils and prepare them for the next stage.	The curriculum is developing. Leaders use their knowledge of pupils to build a curriculum which meets pupil needs.	The curriculum is well planned and sequenced effectively. It is designed to meet the needs of pupils	The curriculum is embedded and systematically planned across the school. It fully meets the needs of pupils; it is flexible and adaptable
	Behaviour	Pupil behaviour has been chaotic or unsafe a consequence of a lack of skill and expertise. RPIs are high and/or increasing.	Pupil behaviour is improving, but low level disruption is common and remains a barrier to progress. The plans and support for pupils who struggle with self-regulation are inconsistent. RPIs are reducing although still high.	Behaviour in the school is improving with limited low level disruption. The school supports students who struggle with self-regulation. RPIs are reducing and low.	The behaviour and attitude of pupils is exemplary and low level disruption is rare. RPIs are very low. Where pupils struggle with self-regulation they are well supported to succeed.
	Attendance	Pupil attendance is significantly below national and PA remains high with no evidence of improvement	Pupil attendance is broadly in line for special schools and PA is declining,	Pupil attendance is in line with all schools nationally and PA is low.	Pupil attendance is above national for all schools and PA is very low
	Exclusions	FTE and PEx are high and increasing. Repeat exclusions are common. There is a lack of analysis and evaluation around exclusion.	FTE, including repeat exclusions, are reducing and PEx are rare.	FTE and PEx are rare and used appropriately.	Exclusions (inc. repeat exclusions) are rare. When used provision is reviewed and aligned to the need of pupils.
	Safeguarding	Systems are not used effectively enough to ensure there is a consistent approach towards safeguarding	Safeguarding is effective	Safeguarding is effective	Safeguarding is effective with the school being a leader for CPD in this area.
Changing lives by preparing young people for adulthood	Pupil outcomes	Poor accredited student outcomes at KS2/KS4/KS5. NEET is high where this is tracked. Progress against EHCP outcomes is poor and/or is not systematically tracked.	Improvement in outcomes is clear in internal assessments and accredited outcomes are improving and/or increasing. EHCP outcomes are being monitored. NEET, although declining, remains high.	Relevant student outcomes (accredited and EHCP) are strong. Pupils are well prepared for the next stage. EHCP outcomes are used to effectively inform teaching and pupil progress against these is strong. NEET is low	Outcomes (accredited and EHCP) for all pupils are high. All leavers secure meaningful and relevant opportunities in the next stage. NEET is zero and school tracking demonstrates this is sustained for at least 1 year after leaving
Ambitious and outward facing governance	Governance	Ineffective governance has recently failed to hold leaders to account.	Governance is improving and holding the school leadership to account.	Governance is strong and consistently holds leadership to account. Governors know their school well and have a strong skill set	Governance is strong and sustainable for the future. Governors have a range of expertise and recruitment is a proactive process to ensure there is a balanced skill set
Developing leaders of the future	Leadership	Unstable leadership has recently failed to hold anyone to account.	Stable leadership across the school supported by the trust is securing standards.	Stable leadership across the school and trust is securing sustainable improvement. Leaders use research to inform developments	Effective strategic leadership looking longer term and beginning to provide the wider school system with capacity to support other schools.

A dynamic and responsive learning community	**Staffing/CPD**	High staff turnover and high staff absence. The recruitment of staff is challenging. Limited or no CPD for staff which is not linked to strategic priorities	Some staff turnover, however, this supports the school development. Staff absence rates are declining. The quality of CPD is mixed and the focus is not bespoke to the needs of the school or individual	Stable staff team. Staff move on for promotion, development opportunities and retirement. Staff absence is very low. CPD is addressing the bespoke needs of more groups and individuals and is linked to the school improvement plan	Strong succession planning is in place. A 'Grow your own' policy helps to sustain strong staffing. Staff actively seek to work at the school and staff absence is very low Embedded and effective CPD is bespoke to need and encourages effective succession planning. It is aligned with the SIP and Trust strategic priorities
	Support	Limited evidence of any external support having had an impact.	The support from the MAT is starting to repair and improve the school.	The MAT support and the work of the leaders in the school is shifting towards quality assurance.	Leadership are developing new areas of expertise that it contributes to wider system CPD and support.

Appendix D

Monitoring and Evaluation

On a termly basis the CEO and School Improvement Leader will meet formally with school leaders to review the SEF and discuss progress against the SIP. This will provide an opportunity to agree the monitoring and evaluation activities to support the ongoing self-evaluation of the school. Throughout the term the School Improvement Leader will work with school leaders to support the monitoring and evaluation activities being undertaken in the school. Activities will include, but are not limited to:

½ termly	Termly	Annually
Review of data and analysis of: • pupils on a behaviour support plans • use of restrictive physical interventions • behaviour related significant events • Absence, including PA and interventions • exclusions • bullying • racist incidents • Staff absence • Pupils causing concern (safeguarding, behaviour, attendance, learning) Review of actions taken as a result of the evaluation to consider the impact	Learning walks/Lesson observations including joint with Trust leaders to moderate leaders judgements Review of pupil progress and outcomes using both in school data and progress towards EHCP targets Meeting between DSL and Trust School Improvement Leader to review processes and effectiveness of safeguarding Safeguarding reports to LGB/Trust Board Report from the student council Individual acts of triumph/achievement related to Trust values Review of all complaints (staff, parents, pupils) Review of grievances raised by staff CPD report summary Staff exit interview summary Meeting between LGB and Trust leaders Review of training completed by the LGB	Feedback and evaluation from questionnaires used for staff, pupils, parents and carers. Surveys/Questionnaires to include opportunities for the collection of both quantitative and qualitative information Report on accredited offer and its value to pupils A summary of the outcomes from staff performance management together with the opportunity to review anonymised targets Diversity report and report on how school fosters diversity in recruitment. Work scrutiny with subject leaders to moderate judgements to support with professional development Staff turnover/recruitment evaluation Pupil voice Parent voice

Where schools are at the stabilise/repair phases specific interventions and measures, in addition to the Trusts standard monitoring and evaluation, will be considered and implemented. These will be aligned to the specific needs of the school to ensure improvement. Measures may include, although are not limited to:

- Appointment of an Interim Executive Committee to replace the LGB
- All financial decisions removed from the school and managed directly by the Trust
- Implementation of a School Rapid Improvement Plan led by the Trust Leaders
- Trust support plan drawn up detailing the responsibilities of the Trust Leaders and the regularity of monitoring visits
- Secondments to strengthen the leadership of the school, e.g. Executive Headteacher, Associate Headteacher, Subject Leader

Where schools are on a downward trajectory from the sustain stage to the improve stage a targeted plan will be developed in conjunction with school leaders to address the areas of decline. This may be informed by peer review or a Trust whole school review designed to delve into the areas which are causing concern.

AppendixE

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┌─────────────────────┐        ┌─────────────────┐       ┌──────────────────┐      ┌──────────────┐
│ Repair judgment     │        │ Trust termly    │       │ Improve/Sustain  │      │ Continue     │
│ School deemed       │◄───────│ review of       │──────►│ judgement        │─────►│ standard     │
│ School Performing   │        │ Schools         │       │                  │      │ M&E          │
│ with Increased      │        └─────────────────┘       └──────────────────┘      └──────────────┘
│ Scrutiny (SPIS)     │
└─────────────────────┘
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Repair judgment
School deemed
School Performing
with Increased
Scrutiny (SPIS)

Trust termly review of Schools

Improve/Sustain judgement

Continue standard M&E

Stabilise judgement
School deemed Urgent Action (UA)

Implement a Trust Recovery Plan

Remove LGB and implement IEC

Realign plan

NO

Termly review

Trust recovery plan implemented including a School Rapid Improvement Plan

Is the school at stabilise stage?

NO

Is the school making progress?

YES

½ termly review through IEC

YES

NO

Is School at the Improve stage?

YES

Is the School making progress?

NO

Trust review recovery plan and decide on further action

YES

Is School at the Repair stage?

NO