



# **GREAT WESTERN ACADEMY GOVERNANCE PLAN 2018/9**

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- iv) New Schools Network: Governance in Free Schools**
- v) Memorandum and Articles of Association for Great Western School**
- vi) Keeping Children Safe in Education 2019**

# 1. Introduction and vision

## 1.1 Introduction to the Governance Plan

The Governance Plan sets out:

The vision for Great Western Academy

The structure and operational procedures of the Members' Trust, the Governing Body (Board of Trustees)

The structure and organisation of the Governing Body/Board of Trustees

Processes for strategic planning for developing the school

Processes for securing accountability

The Trust's constitution and framework for governance arrangements are set out in the Memorandum and Articles of Association for Great Western, as recommended for academies.

In the governance structure at Great Western, Trustees will be referred to as Governors, and hence the Board of Trustees as the Governing Body.

## 1.2 The vision for Great Western Academy

**The vision for the school encompasses four key areas:**

### **i) Educational Excellence**

The school will provide a creative and exciting curriculum, which enables children to exceed national standards with a clear emphasis on spoken English, reading, writing, maths and computing.

The school is committed to:

- Being fully inclusive and meeting the needs of all children;
- Delivering the National Curriculum in creative and exciting ways;
- Ensuring high standards of achievement that exceed national standards;
- Giving high priority to spoken English, reading, writing, maths and computing;
- Challenging all children to achieve their full potential and preparing them to move to next stage of their education with confidence.

### **ii) Development of the whole child**

The school is committed to all aspects of a child's development, supporting them to become responsible and moral members of the community, to make healthy lifestyle choices and to become creative and inquisitive life-long learners. Children will have opportunities for reflection and spiritual growth. High standards of behaviour will be expected, and through education inside and outside the classroom, the school will raise awareness of core British values and prepare children for life in modern Britain. High standards of behaviour will be expected.

### **iii) Community**

The school will be at the heart of our community, serving those that need us and instilling values of service and community in its children

It is our aim that the school will work to:

- Have strong links with the wider community;
- Encourage children, staff, parents and carers, youth organisations and local community to work together as a team;
- Develop social responsibility through serving others in the local community;
- Build a strong partnership with parents to support the education of their children and the life of the school;

- Provide support for families through local services, social events, adult education courses and parenting advice.

The values of GWA are summed up in the acronym ACE: Achievement, Care and Excellence.

- Achievement in academic, artistic, cultural and other forms with a focus on teaching and learning
- Care for students, staff and others beyond the Academy community
- Excellent standards, manners, honesty, personal integrity and uniform.

## **2. The Members' Trust**

### **2.1 Composition of the Trust and Member's pen portraits**

The Members' Trust comprises five members:

1. Richard Harris – Finance Director of New College
2. Les Durrant – Local businessman, Governor of New College
3. Kevin Gwilliam – Local businessman, chair of Swindon Chamber of Commerce
4. To be confirmed
5. To be confirmed

### **2.2 Roles and responsibilities of the Members**

The members will meet at least once a year for an Annual General Meeting. Other meetings may be held in addition if deemed necessary. Those members who are not Governors would be expected to visit the school at least annually.

The members will be responsible for the appointment of a majority of the Governors/Trustees of the Trust. They will consider the needs of the trust and the skills and expertise that are required by the Governing Body to fulfil its functions effectively based on a skills audit of the Governors. It will be carried out again with appointed Governors and Local Advisory board members whenever new appointments are required, and subsequently in October of each school year (example attached).

The Members will oversee the financial management of the trust, being responsible to the Secretary of State for Education for the school's effectiveness in providing value for money. Members will receive a finance report three times a year, will agree the final accounts and will appoint the auditors annually.

### **2.3 Conflict of Interests**

A conflict of interests register is in place to ensure no conflict of interests between Members and Governors and the school. Our recently appointed clerk provides administrative support to both members and governors. She has been responsible for setting up the register. The register will be maintained by the appointed clerk and will be published on the school website. The first item on the Governing Body agenda will always be to ask for any conflict of interests relating to the matters to be discussed at the meeting. The person concerned would then be asked to leave the meeting while that item is discussed.

Governors will carry out an annual skills audit as part of their self-evaluation, and incorporate their own development objectives into the School Development Plan. The

aim of the self-evaluation process is to identify how governor skills, expertise and experience are having a positive impact on the development of the school and holding it to account for its performance. The outcomes of the annual governor self-evaluation will be reported to the Trust in July each year.

### **3. The Governing Body**

#### **3.1 The Governing Body structure**

There will be up to 9 Governors on the Governing Body appointed by the Board of Trustees in accordance with the Articles of Association for Great Western Academy, under the Companies Act 2006.

Up to 3 Governors appointed by Foundation/sponsor Body

Other Governors will be appointed as follows:

- 1 Governor – Principal (ex officio) -
- 2 Parent Governors
- 1 Staff Governor

Governors with specific skills and expertise will be co-opted as the need arises up to a maximum of three.

Post-opening, the Principal of the school will be an ex officio Governor. One parent Governor will be elected during the second term after the school opens, and a further parent governor in the following academic year. Parent Governors will be elected by parents registered at the school. Parents who represent different groups within the community will be encouraged to put themselves forward for election. Members will seek to appoint parent governors with skills to fill gaps in the skills profile of the governing body. One staff governor will be elected in the fourth term after opening

#### **3.2 Governing Body skills and attributes**

When appointing governors, Members will seek to fill these posts with people who live in the local area where possible whilst having regard for the balance of skills and experience that the Governing Body needs to fulfil its functions. It is aimed to include the following skills/experience:

- Education: experience of secondary education; understanding of current education policy, the Ofsted framework and school performance indicators
- Financial expertise and commercial experience
- Ability to analyse school data, ask questions and hold to account
- Legal expertise
- Community engagement/community cohesion
- School governance
- Premises management
- Strategic planning
- Human resources management, including performance appraisal
- Marketing

A skills audit (matrix attached in Appendix 6) was carried out in September 2019 to establish the skills, knowledge and experience of the Governing Body and to identify gaps in skills to enable planning for future recruitment. The audit revealed a spread of skills and expertise across the governing body, but areas where governors need to develop skills will be addressed through a training schedule.

Skills in marketing and HR need to be strengthened within the governing body. It is planned to address these gaps when recruiting parent governors.

The Trust has appointed governors who can provide the necessary skills to ensure a strong and effective governing body. Governors with specific expertise will be co-opted as necessary.

The Governing Body will review its own performance annually using a standard Governing Body audit procedure which will include analysis of the impact of the Governing Body on the educational standards and organisational effectiveness of the Academy. This will enable each governor to reflect on his/her individual impact on the school and so identify training needs for the coming year. Results will be analysed and actions will be identified for the governing body development plan for the coming year.

Every two years, or at other times if deemed necessary or helpful, an external review of governance will be commissioned to enhance the Governing Body's self-analysis.

### 3.3 Governing Body pen portraits

Trustee	Status	Overview of skills and experience	Relevant skills for Governing Body of GWA
Andrew Wild	Appointed Chair of Governors by Members	School Leadership, Senior Schools Adviser for both Manchester City Council and Diocese of Bristol, Challenge Adviser in Wales. Extensive experience of school governance including Chair of Governors	Teaching School leadership School governance Chair of Governors
Graham Davis	Principal	Outstanding teacher Deputy head and SLT experience in 3 schools Curriculum innovation Sixth form Stage leader	High quality teaching School leadership Curriculum design
Val Houldey	Governor appointed by Members	Recently retired Executive Headteacher of Outstanding secondary and primary school in West Berkshire. Previous Ofsted inspector and school improvement partner	School Leadership School Improvement Strategic Planning Performance Appraisal Resource management
Cilla Paget	Governor appointed by Members	Previous teacher and curriculum director. School governor in Wiltshire.	School governance Academic performance
Mary Martin	Governor appointed by Members	Commercial director, senior manager in IT industry; Swindon Borough Councillor	Business and commercial expertise Local government expertise
Ian Hole	Governor appointed by Members	Head of ICT, New College	ICT in education School/College IT systems
Graham Taylor	lead proposer	Retired Principal of New College	Education leadership and management Curriculum design Education funding
<i>Heather Large (not a trustee)</i>	<i>Clerk to Governing</i>	<i>Experienced Clerk to an Academy Governing Body</i>	<i>Clerking Compliance</i>

One staff governor elected by staff: October 2019

Two parent governors elected: February 2019 and February 2020

### **3.4 Training**

## **4. Governing Body Structure**

### **4.1 Meeting structure**

The full Governing Body will meet six times a year, normally twice a term. Minutes of meetings will be sent to the members of the Trust.

### **4.2 Governing Body Committees**

Committees will carry out the delegated roles of the Governing Body. The committees will ensure that the school is performing effectively in all areas in accordance with its targets and vision. The Governing Body will delegate decision-making powers to committees, but the Governing Body will always retain overall accountability.

Every governor will sit on at least one of these committees, and every governor will take a lead and/or provide a link in one or more areas e.g. Pupil Premium, SEND, Safeguarding, Equalities, Health and Safety, Premises & site, Finance, Communications, Ethos, HR

#### **i) Finance and Resources Committee**

The remit of this committee will include finance, site, staffing and health and safety.

This committee will work with the Principal, as accounting officer, and the business manager to ensure that financial decisions enable the school to provide value for money, and to ensure that processes are compliant with The Academies Financial Handbook, as follows:

Appoint a lead governor for finance with professional experience of compliance, modelling and budgeting. This will be Michael Dickinson in the first instance.

Follow the Financial Scheme of Delegation

Provide training for all members of the Finance and Resources committee

Propose to members external auditors with experience of academy finances

Receive termly reports from the School Business Manager to the Finance and Resources Committee, Initial review and recommendation to the GB of the annual budget;

Ensure all priorities in the school development plan are costed and reflected in the budget

Set out the budget in a standard format, which allows transparent benchmarking against other schools and easy monitoring, for example, the use of Pupil Premium funding and catch-up funding.

Regular monitoring of actual expenditure and income against budget;

Ensuring the annual accounts are produced in accordance with the requirements of the Companies Act 1985 and the DfE guidance issued to academies and appoint auditors for the accounts;

Authorising the award of contracts up to the amount stated in the Scheme of Delegation

Monitor the effectiveness of the staffing structure in terms of supporting best outcomes for pupils

Reviewing the reports of the Responsible Officer on the effectiveness of the financial procedures and controls. These reports must also be reported to the governing body.

To review the financial policies of the Trust in the light of any changes to the Academies Financial Handbook and where necessary make recommendations to the GB

The whole Governing body will be responsible for approving the budget, and the committee will provide financial reports to the Trust three times a year.

This committee will also contribute to the recruitment process for new staff and support the Principal in dealing with human resources issues as they arise.

It will make decisions about the development of the school premises to ensure that the learning environment is safe and appropriate for pupils. It will have overall responsibility for health and safety.

The committee will be responsible for ensuring compliance with charity commissions and company law.

All governors will be expected to have read The Academies Financial Handbook and Keeping children safe on education 2018

## **ii) Pupils and Standards Committee**

The remit of this committee will include curriculum, attainment and progress, SEND and inclusion, safeguarding and behaviour. The committee will work with school leadership on the development of the curriculum, ensuring the implementation of the plans as the school expands.

The committee will ensure the quality of education provision as follows:

Termly comprehensive monitoring of data, including progress and attainment by cohort and groups (including by ability, ethnic background, EAL, gender, Pupil Premium, SEND); punctuality and attendance. Governors will closely monitor the attainment gap between disadvantaged and advantaged pupils.

Ensuring educational priorities are reflected in the School Development Plan and monitored termly,

Visiting the school at least termly in the 'link' governor capacity to help review the impact of initiatives and school policies and to support ongoing development of the curriculum and the learning environment as the school expands.

Undertaking learning walks with the Principal or a senior member of staff,

Receive termly reports from the Principal on the quality of teaching and learning in the school.

The committee will triangulate information from school data, reports from independent and external moderations and inspections and observations from school visits and monitor progress against targets to enable its contribution to the school self- evaluation process.

One governor on this committee will have specific responsibility for SEND pupils to ensure that individual pupils are making good progress and that delegated SEN funding is being used cost effectively to secure best outcomes (**ref. 5.6ii**).



One governor on this committee will have specific responsibility for Pupil Premium pupils to ensure that delegated funding is being used appropriately to improve outcomes and close the gap between disadvantaged and advantaged pupils. **(ref. 5.6iii)**

The committee will ensure that all safeguarding procedures are up to date and compliant with national requirements. **(ref. 5.6i)**

It will report to the full Governing Body, and ensure that necessary steps are taken to ensure improvement, if underperformance or under-achievement is identified. Committee minutes and reports will be presented to the Trust termly.

### **iii) Admissions Committee**

This committee will oversee the admissions process to ensure that the admissions criteria are fairly adhered to. It will propose changes to the admissions. It will be responsible for ensuring Swindon admissions follow the academy policy. It will meet once a year as a minimum.

**v) There will be an ad hoc Exclusions Panel, Complaints Panel and Staff Disciplinary and Grievance Panel.**

### **vi) Delegation of authority and terms of reference**

#### Delegation of authority to committees and individual Governors

At the first Governing Body meeting of each academic year, Governors will agree the Terms of Reference of each committee, and governor lead roles and responsibilities for the year.

Terms of reference (Appendix 4) set out:

The role of the Governing Body / committee / panel / working group

Membership

Voting rights

Appointment of Chair and Vice-chair

Individual responsibilities

Delegated decision-making rights

Powers of delegation

Frequency of meetings

Quorum

Clerking arrangements

The committees will have agreed delegated powers to make decisions on behalf of the Governing Body but will be required to report back to the full Governing Body in order to keep all Governors fully informed, and to have decisions formally endorsed. The Governing Body retains overall accountability for the performance of the school.

### **vii) Committee composition**

The membership of the committees will include members of the Governing Body, co-opted governors and others who would be able to contribute to the work of the committee. The Governors will always be in the majority on the committee. Only governors and co-opted governors will be able to vote on any decisions. Committee composition plan attached in Appendix 3.

## **4.3 Clerking arrangements**

A permanent professional clerk (Heather Large) has been appointed.

## **5. Fulfilling the core functions**

## 5.1 Core functions

The Governing Body will focus on three core strategic functions:

- **Ensuring clarity of vision, ethos and strategic direction;**
- **Holding the Principal to account for the educational performance of the school and its pupils;**
- **Overseeing the financial performance of the school and making sure its money is well spent**

The Governing Body needs to be strategic in function, providing overall leadership for the school without being involved in the day today management. Governors are expected to hold the school to account for its performance and be accountable to the Trust.

## 5.2 Developing the school

Governors will work with the Principal, the financial plans and development plans developed by the pre-opening Steering Group to determine the key priorities for establishing and developing the school in its first three years. These will be based on the strategic objectives in the Education Brief all which were agreed with the DfE prior to opening. The Education Sub-Committee will shortly set targets for each cohort of pupils, which will be endorsed by the Governing Body.

Key performance indicators and targets have been set for the first year of operation, and longer term targets relating to pupil progress and attainment have been agreed by the Education Sub-Committee and are detailed in the Education Brief. These have been based on benchmarking against local and similar schools, and on national data and expectations.

The Pupils and Standards Committee will be involved in determining academic priorities for the school and setting education targets for future years. This process will be driven by internal assessment data indicating attainment and progress, the results of national tests and assessments, and published hard data as in Analyse School Performance. When determining the strategic direction of the school, governors will also take into account 'soft' data i.e.

- The Principal's reports on the quality of teaching (lesson observations, learning walks, work scrutinies,)
- Feedback from parent, pupil and staff surveys - Pupil voice
- Quality of the curriculum
- Information gathered through governor visits (see below)

Hard and soft data gathered will feed into the school self-evaluation process before the strategic priorities for the following year can be determined. Governors will also set objectives for the year on year growth of the school and the annual addition of a new cohort.

The school development cycle for the following academic year will commence at the beginning of the Summer Term 2019 as follows:

Timing	Action
April - May	Consultation period involving all staff, governors, parents and pupil voice (surveys/questionnaires)

June	Collection and analysis of pupil performance data [SLT with Pupils and Standards committee] Evaluation of school performance and final review of previous SDP HT report to governors
July	SLT and governors to determine priorities for following year for the School development Plan
September	Governor ratification of SDP
November and March	Review of progress against priorities – Pupils and Standards Committee + FGB HT report to governors
June	Final review of plan

### 5.3 Monitoring school performance

The Governors will be expected to make regular visits to the school during the school day and Governors on appointment must commit to taking time off work, if necessary, to fulfil this requirement of their role. The purpose of the visits is to gain a good understanding of how the school is operating to enable them to evaluate and challenge school performance. Visits will also support positive relationships between staff and Governors. Some Governors will have specific areas of responsibility e.g. special educational needs, safeguarding, pupil premium (**see 5.6 below**). A manageable programme of visits will be set up at the beginning of each school year to ensure that each visit has a relevant focus, and enables Governors to see how the school is addressing improvement priorities. A secure knowledge and understanding of the school will enable Governors to be involved in strategic planning and setting targets for improvement.

Governors will be responsible for ensuring that the views of parents, staff and pupils, and the wider community are sought on an annual basis during the consultation period for the School Development Plan. This will be carried out as follows:

- parents : online survey
- pupils through an age appropriate online survey + pupil voice samples - staff: online survey with staff meeting or face to face follow up
- community groups and employers: online survey of those already involved in the Academy, with public invitation to groups not involved in the Academy to also make returns

Monitoring data: The Principal will provide Governors with all relevant information to enable them to have a fuller picture of school performance. Governors will be trained to understand and analyse school data, which will include Ofsted's school performance dashboard, school performance tables, Analyse School Performance and financial benchmarking tables. Governors will consider employing the services of a school improvement partner to assist them in the task of understanding and monitoring performance. This will include overview of progress data, monitoring the quality of teaching and learning provided by the school and guidance on setting future targets.

If Governors judge that there are shortcomings in any aspect of school performance, school leadership may be challenged through direct questions in committee meetings or in meetings of the Governing Body, or through meetings with the senior leadership team. If improvement does not progress according to plan, governors will seek the

advice of the school improvement partner in order to set timed targets for improvement. This will be monitored by the Governing Body and reported to the Trust. Improvement priorities for the school will be linked to performance appraisal objectives to secure accountability for progress and improvement.

There will be an expectation that the Governors are fully committed to the school and its development and are responsible for ensuring that the school complies with all legal requirements.

#### **5.4 Performance Management of the Principal**

The performance management of the Principal is the process whereby the Principal is held to account for school progress. Two governors will be nominated to carry out the performance appraisal of the Principal each year. They will be appointing an external professional adviser to lead the process who has the necessary skills, experience and objectivity to provide them with advice and support. This will take place in the Autumn Term of each academic year. The purpose of this process is to appraise the performance of the Principal during the past year, assessing performance against the responsibilities of their role and against the National Standards for Headteachers. Objectives will be set for the coming year to support the improvement and development of the school and the Principal's own professional development.

Progress against objectives will be reviewed in March each year, and finally in September.

A clear Pay and Appraisal Policy will set out the rewards, sanctions and processes so that this is a transparent process.

The Chair of the Governors will not be one of the nominated Governors to allow for a fully open relationship between the Chair and the Principal and to enable the Chair to act as mediator if necessary.

#### **5.5 Accountability for financial processes**

The Principal will be the Accounting Officer, and has overall responsibility for the school's financial affairs, including ensuring value for money. Specifically the accounting officer will be personally responsible to the Governing Body for:

- Ensuring regularity and propriety
- Prudent and economic administration  
Avoidance of waste and extravagance
- Efficient and effective use of available resources; and
- The day to day organisation, staffing and management of the Trust

The Accounting Officer has the duty to take action if the Governing Body or chairman is contemplating a course of action, which he or she considers an infringement of propriety or regularity. Objections should be put in writing to the governing body details sent to the Permanent Secretary and the Trust's external auditors.

Along with the Finance and Resources Committee, the Principal will be responsible for ensuring compliance with the Academies Financial Handbook, and this will be reviewed each year in October. Similarly, this committee will check that all requirements of the Funding Agreement are being adhered to. All members of the committee are required to have read and be familiar with the Academies Financial Handbook, Articles of Association, legal framework for the Charities Commission and company law as affecting the school, the school's finance policy and procedures manual, procurement policy and Scheme of Financial Delegation.

The Finance and Resources Committee will meet twice a term to enable rigorous monitoring of the budget and ensure the school continues to provide value for money. This will include monitoring the cost-effective deployment of staff to ensure best outcomes for pupils.

Termly reports on financial monitoring by the Finance and Resources Committee will be submitted to the Trust.

***(see remit of Finance and Resources committee p 11, and Finance and Resources Committee Terms of Reference Appendix 4)***

Full information on how financial transactions will be carried out and monitored is detailed in the Finance Policy and Procedures Manual. The policy includes:

- Organisation and responsibilities: the structure for reporting Financial planning and budget management
- Management of bank accounts and cash management Financial accounting systems
- Keeping and maintaining full and accurate accounting records Process for carrying out financial transactions
- Value for money procedures + how the trust will use resources and ensure value for money
- Tendering, purchasing, and payment procedures Measures to prevent losses or misuse of funds Scheme of Delegation
- Reporting to the DfE

### **Procurement**

Arrangements for procurement are outlined in the Procurement Policy.

### **Register of Business Interest**

All members of the governing body, the Principal and other senior staff are required to complete a declaration of business interests.

Declarations will include all business and pecuniary (monetary) interests such as directorships, shareholdings and other appointments of influence within a business or other organisation. They should also include interests of related persons such as a parent, spouse, child, cohabitee and business partner where that person could exert influence over a governor or member of staff.

The existence of a register of business interests does not of course detract from the duties of the Governors and staff to declare interests whenever they are relevant to matters being discussed by the Governors or a Committee.

Where an interest has been declared, Governors and staff should not attend that part of the meeting.

The Register is in place and will be kept up to date by the Clerk to the Governors.

The Governing Body will appoint a Responsible Officer to provide an independent oversight of the Academy's financial affairs. The Responsible Officer will provide the governing body within on-going independent assurance that:

- The financial responsibilities of the governing body are being properly discharged;
- Resources are being managed in an efficient; economic and effective manner;
- Sound systems of internal financial control are being maintained; and
- Financial considerations are fully taken into account in reaching decisions.

***(further details in Finance Policy and Procedures Manual)***

## 5.6 Governor responsibilities for Safeguarding, Prevent, SEND and Pupil Premium

**Safeguarding:** The Governing Body must ensure that:

- They comply with statutory safeguarding procedures;
- They have regard to the DfE statutory guidance 'Keeping Children Safe in Education' to ensure that the policies, procedures and training in their schools and colleges are effective and comply with the law at all times.
- The school contributes to inter-agency working in line with statutory guidance ***Working Together to Safeguard Children 2015***;
- Their safeguarding arrangements take into account the procedures and practice of the Swindon Safeguarding Children Board (SSCB).

The Governing Body **should also**:

- Ensure that a member of the governing body, usually the Chair, is nominated to liaise with the designated officer from the LA or SSCB and partner agencies in the event of an allegation of abuse made against the Principal;
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities within the curriculum e.g. through PSHE and SRE;
- Ensure that the child's wishes are taken into account and there are systems in place for children to express their views and give feedback;
- Ensure that staff members do not promise confidentiality to a child and always act in the interests of the child.

One governor will take responsibility for ensuring that all safeguarding requirements are met in terms of DBS checks, the Single Central Record and up to date training and safeguarding policies. This trustee will draw up an annual report on safeguarding for the Governing Body, and this will be submitted to the members of the Trust. The annual report on safeguarding will include:

A record of all training relating to safeguarding:

- DSP and DDSPP training
- Safeguarding training for staff
- Safeguarding training for governors
- Safer Recruitment training for those with recruitment responsibilities - Reducing and Managing Allegations against staff (HT, governor)
- Staff induction training relating to safeguarding

A dated record of all policies relating to safeguarding:

- Anti-bullying
- Attendance
- Child Protection (with up to date references to current guidance on safeguarding requirements)
- Children looked after
- Complaints procedures
- Drugs and substance misuse -
- Equality statement
- First Aid (including management of medical conditions and intimate care)
- Health and safety
- Management of allegations -
- Positive Behaviour
- E Safety

- Staff Code of Conduct
- Use of force and restraint - Whistle blowing

Confirmation that all staff have read 'Keeping Children Safe in Education 2018'. How the school ensures that all policies have been read, understood and implemented by staff, and how this is monitored.

Confirmation that school safeguarding policies are published on the school website.

Single Central Record in place and up to date; all DBS checks for staff, governors and volunteers up to date.

Reference to up to date guidance and requirements on keeping children safe in schools.

Number of safeguarding consultations held with the duty Child Protection Schools Liaison Officer via the Swindon Safeguarding Children Board

Number of assessments under the Common Assessment Framework undertaken Number and nature of referrals made to Children's Safeguarding and Specialist Services

Total number of pupils for whom there is a Child Protection Plan throughout the academic year

Total number of Children Looked After on role throughout the academic year Number of allegations made against staff

The safety of the physical environment.

Updates on the school's Prevent arrangements with regard to training, policy and concerns.

Completion of the Safeguarding Annual Checklist, and report on any areas which need further action.

Safeguarding will be a standing item on the agenda for meetings of the Full Governing Body.

All Governors will attend safeguarding training once every three years, and Governors involved in recruiting staff will attend Safer Recruitment training.

A lead governor for Health and Safety will be nominated with a remit to 'walk the site' termly and to support the school with review and development of health and safety policies.

### **Safeguarding risks**

Governors have a legal responsibility to ensure that children are kept safe in school. In the event the any of the safeguarding requirements are not being met, the Governing Body will take immediate remedial action. The actions taken will depend on the area of non-compliance. If there is any immediate risk to children, the Safeguarding Governor and Chair of Governors in liaison with the Principal will act straightaway to remove this risk. Officers from the LA or Swindon Safeguarding Children's Board will be called in to advise if this is deemed necessary.

The Chair will be responsible for liaising with the designated officer from the LA or SSCB in the event of an allegation of abuse made against the Principal.

If any member of staff poses an alleged risk to the safety of children, he/she will be suspended from her role, until investigations have been carried out.

If a parent/carer or volunteer poses an alleged risk to the safety of children on the school premises, he/she will not be allowed to enter school premises until an investigation has been carried out.

If any adult working with children has been removed or dismissed because of safeguarding concerns, this will be reported immediately to the DBS by the Principal or the Chair in the case of the Principal. There is a policy in place for managing allegations against staff.

Full information on keeping children safe is detailed in the Child Protection Policy September 2019.

**Prevent:** The Safeguarding governor will ensure that the school, in exercise of its functions, will have due regard to the guidance under Section 29 of the Counter Terrorism and Security Act 2015. A training session to raise awareness of the Prevent duty will be set to

take place in the Autumn Term. The Safeguarding Governor will be responsible for ensuring that new staff are familiar with the Prevent strategy, and for checking whether there are any concerns in relation to individual pupils. The Governing Body will take into account the policies and procedures of the Local Children Safeguarding Board, with reference to the Keeping Children Safe in Education 2018 document. The school's Prevent arrangements with regard to training and policy will be reported to the Governing Body in the Annual Safeguarding Report.

**ii) SEND:** There will be one governor designated to take responsibility for the support and progress of SEND pupils. To carry out his role, he/she will meet with the SENCO twice a year to monitor the provision of support and the progress of pupils and to ensure that allocated SEND funding is being used to improve outcomes for SEND pupils. The governor will monitor the tracking processes for these pupils, scrutinize the progress data (using the school's online tracking system), and also look at end of year outcomes. The SEND governor will discuss the cost and effectiveness of interventions and 1:1 support for pupils to ensure value for money in terms of securing best outcomes for SEND pupils. This will be reported to the Governing Body and the Trust annually. The SEND governor will attend training as appropriate to develop knowledge and understanding of pupils with special needs and disabilities.

**iii) Pupil Premium:** One governor on the Pupils and Standards Committee will have specific responsibility for the progress of Pupil Premium pupils. He/she will be responsible for ensuring the Pupil Premium funding is being used to secure the best possible outcomes for pupils receiving it and to enable the gap to be closed between disadvantaged and advantaged pupils. The governor will meet with the SENCO each term to discuss progress and monitor the impact of the funding. This will be reported back to the Pupils and Standards Committee termly and through the committee's minutes to the whole governing body. If progress is less than good, the governors will meet with the SENCO and Principal to discuss alternative strategies for supporting these pupils.

## 5.7 Compliance with Charity Law

This will be reviewed each year by the Business Manager, and a report made to the Governing Body. Governors will be encouraged to subscribe to DFE updates, including the Governors' Handbook and termly reminders about dates and deadlines, especially those relating to compliance. Governors will be expected to attend regular training relating to their lead area to ensure they are fully aware of the legal responsibilities in that area.

## 6 Managing the work

### 6.1 Meeting structure

**Governing Body:** The full Governing Body will meet six times a year, normally twice a term. Minutes of meetings will be sent to the members of the Trust.

#### **Committees:**

Annual frequency of meetings for committees		
Governor committee	Meeting frequency	Scheduling of meetings
Admissions committee	Up to 2	Autumn (policy review) Spring (oversubscription meeting as required if not handled by Swindon)



Finance and Resources	X 2 each term	Termly x 2, two weeks before the full Governing Body meeting
Pupils and standards	X 1 each term	Each term before first meeting of Governors

## **6.2 Annual plan of work for the Governing Body**

[Attached as Appendix 5]

## **6.3 Governor succession plan**

A term of office for governors will last for four years and in normal circumstances Governors will serve no more than two terms. The serving chair of Governors will create a succession plan for preparing governors to take a leadership role on the governing body, and to plan a rolling programme for the recruitment and induction of new governors.

## **6.4 Conflicts of interests**

A register has been set up, and conflict of interests will be addressed at the beginning of each meeting of the full Governing Body and meetings of sub-committees. The Temporary Clerk is maintaining this register during the pre-opening period. Post-opening this will be maintained by the Clerk to the Governing Body. Where there is a conflict of interest relating to specific items under discussion, governors will be requested to absent themselves from the meeting until the discussion is concluded.

## **7. Training and Induction**

### **7.1 Training:**

An annual skills audit will be carried. Governors will be expected to commit to at least one training session during the school year. Training sessions for the whole governing body will be put in place as necessary to cover issues relating to the school's expansion and development.

### **7.2 Induction:**

Induction procedures will be set out in the Induction policy for new governors. These procedures will be followed for all new governors, including the staff and parent governors appointed in the two years after opening. The induction process will include:

Governor induction training as soon as possible after appointment

Induction meeting with the Chair of Governors  
Induction pack containing:

- Education Brief
- School Development Plan - Governance Plan
- Governors' Handbook
- Details of all Governors
- Details of Committees
- Schedule of Committee Dates for all meetings - Governing Body Code of Conduct
- Committees' Terms of Reference
- Term Time Dates (including holidays and INSET Days) - Forthcoming Events

- Summary of latest Ofsted Report (when these are available) -  
Summary of any DfE officer visits
- Governing Body Visits Policy
- Minutes of the last two years Full Governing Body meetings -  
Minutes of the last two years sub committee meetings
- School Budget details
- Latest Principal Reports
- Useful website and contact information

All governors are required to have read:

- the Academies Financial Handbook
- The Governors Handbook (DfE)
- The Funding Agreement for Great Western
- Keeping Children Safe in Education (DfE 2018)

If the school attracts more Governors than the number specified for the Governing Body, a selection and recruitment process will be put in place, ensuring that there is balance of skills and experience.

## **8 Risk**

### **8.1 Background**

The Risk Management Strategy aims to ensure that Great Western Academy Trust complies with risk management best practice as adopted by academies. It forms the start point for Corporate Governance with the requirements of the Turnbull guidance and sets out the current processes and responsibilities for risk management in Great Western Academy

The Turnbull guidelines for Corporate Governance were published in 1999, updated in 2005 (stood the test of time) and can be summarised as:

- The Governing Body acknowledges responsibility for the system of internal control
- An ongoing process is in place for identifying, evaluating and managing all significant risks
- An annual process is in place for reviewing the effectiveness of the system of internal control
- There is a system in place to deal with internal control aspects of any significant issues disclosed in the annual report and accounts

In assessing what constitutes a sound system of internal control regards risk management, the Turnbull report states that consideration should be given to:

- The nature and extent of the risks facing the organisation
- The extent and categories of risk which it regards as acceptable
- The likelihood of the risks concerned materialising
- The organisation's ability to reduce the incidence and impact of the risks that do materialise

Risk Management best practice for public organisations is encapsulated in the following documents, which have been adopted by several academies:

- Risk Management Standard published jointly by the major risk management organisations in the UK – The Institute of Risk Management (IRM); The Association of

Insurance and Risk Managers (AIRMIC); and ALARM, The National Forum for Risk Management in the Public Sector.

- [http://www.theirm.org/publications/documents/ARMS\\_2002\\_IRM.pdf](http://www.theirm.org/publications/documents/ARMS_2002_IRM.pdf)
- HM Treasury's "Management of Risk – Principles and Concepts" ("The Orange Book") that provides guidance on developing a strategic framework for the organisational consideration of risk.
- [http://www.hm-treasury.gov.uk/d/orange\\_book.pdf](http://www.hm-treasury.gov.uk/d/orange_book.pdf)

## 8.2 Objectives

The objectives for managing risk across the Academies are:

- To comply with risk management best practice;
- To ensure risks facing the Academies are identified and appropriately documented;
- To provide assurance to the Governing Body that risks are being adequately controlled, or identify areas for improvement;
- To ensure action is taken appropriately in relation to accepting, mitigating, avoiding and transferring risks.

## 8.3 Risk Management Strategy

This strategy aims to:

- Outline the roles and responsibilities for risk management.
- Identify risk management processes to ensure that all risks are appropriately identified, controlled and monitored
- Ensure appropriate levels of awareness throughout Great Western Academy Roles and responsibilities The Governing Body has overall responsibility for risk management.

The Finance Officer (FO) has lead responsibility for risk management processes and Great Western Academy-wide Risk Register. This responsibility includes:

- Monitoring the performance of risk management processes
- Ensuring that appropriate controls are in place to manage identified risks
- Preparation of periodic reports to the Governing Body
- The Risk Register is formally reviewed each term by the FO. An update on risk status is submitted to the Governing Body annually in September.

The Risk Management Plan is monitored by the senior leadership team and forms part of the report to the Governing Body. Identification of risks The Risk Management Standard states that risk identification should be approached in a methodical way to ensure that all significant activities have been identified and all the risks flowing from these activities have been defined. Our approach to risk management is linked to Great Western Academy's strategic aims and objectives. These have been set and agreed by the Governing Body and encompass 5 key aims:

- Control risk to create capacity for sustainable and managed growth
- Engender a culture of acute awareness of financial risks throughout the trust
- Create clear lines of sight of accountability
- Ensure clarity with all use of public funds

- Provide efficient central support for the trust

The structure and organisation of Great Western Academy Trust's risk register follows the above structure to ensure that all significant objectives and activities have been identified and the risks associated with each area have been identified. Through the register, accountabilities and the use of public funds can be both identified and protected

### Evaluation of risks

The Risk Management Standard states that risks should be evaluated against agreed criteria to make decisions about the significance of risks to the organisation. Great Western Academy Trust uses a 5x5 matrix to assess impact and probability as high, medium or low, as illustrated in the diagram below:

			Likelihood				
			Lowest	Low	Medium	High	Highest
			1	2	3	4	5
Impact	Lowest	1	1	2	3	4	5
	Low	2	2	4	6	8	10
	Medium	3	3	6	9	12	15
	High	4	4	8	12	16	20
	Highest	5	5	10	15	20	25

The descriptors for high, medium and low impact and probability can be expanded as follows:  
Impact of risk occurring

Impact	Description
Highest	The financial impact will be significant in excess of £50,000 Has a significant impact on Great Western Academy Trust's strategy or on teaching and learning Has significant stakeholder concern
High	The financial impact will be moderate between £25,000 and £50,000 Has a moderate impact on strategy or on teaching and learning High stakeholder concern
Medium	The financial impact will be moderate between £5,000 and £25,000 Has no more than a moderate impact on strategy or on teaching and learning Moderate stakeholder concern
Low	The financial impact is likely to be low below £5,000 Has a low impact on strategy or on teaching and learning Low stakeholder concern
Lowest	The financial impact is likely to be low below £1,000 Has no impact on teaching and learning No stakeholder concern/financial department to monitor

Probability of risk occurring

Impact	Description	Indicator
Highest	Likely to occur each year, or more than 50% chance of occurrence within the next 12 months	Potential of it occurring several times within a 4 year period. Has occurred recently
High	Likely to occur within a 2 year period or less than 50% chance it will occur in the next 12 months	Potential of it occurring more than once times within a 4 year period. Has occurred in last 2 years recently
Medium	Likely to occur within a 4 year time period or less than 25% chance of occurring within the next 12 months	Could occur more than once within a 4 year period. Some history of occurrence
Low	Unlikely to occur within a 4 year time period or less than 10% chance of occurring within the next 12 months	Unlikely to occur more than once in a 4 year period Has occurred but not in last 4 years
Lowest	Not likely to occur within a 4 year time period or less than 5% chance of occurrence	Has not occurred Is not likely to occur

### **Risk appetite**

The term risk appetite describes Great Western Academy Trust's readiness to accept risks and those risks it would seek to reduce. Great Western Academy Trust's risk threshold is the boundary delineated by the red shaded area (represented by scores of 15 and above) in the risk matrix above. Above this threshold, Great Western Academy Trust will actively seek to manage risks and will prioritise time and resources to reducing, avoiding or mitigating these risks.

### **Addressing risks**

When responding to risks, Great Western Academy Trust will seek to ensure that it is anticipated and managed early so risk does not develop into an issue where the potential threat materialises. The main tool for doing so is projected monthly cash flow.

Great Western Academy Trust will adopt one of the 4 risk responses outlined below:

- Avoid** Counter measures are put in place that will either stop a problem or threat occurring or prevent it from having an impact on the business
- Transfer** The risk is transferred to a third party, for example through an insurance policy.
- Treat** The response actions either reduce the likelihood of a risk developing, or limit the impact on Great Western Academy Trust to acceptable levels.
- Tolerate** We accept the possibility that the event might occur, for example because the cost of the counter measures will outweigh the possible downside, or we believe there is only a remote probability of the event occurring.

### **Risk Reporting and Communication**

The aim of reporting risk is to provide assurance to the Governing Body, Senior Management and Internal Auditors that Great Western Academy Trust is effectively managing its risks and has a robust system of internal controls.

### **Risk register**

The reporting mechanism will be Great Western Academy Trust's Risk Register and Management plan. This will highlight the key risks facing Great Western Academy Trust, as well as a breakdown for each key strategic aim. The Risk Management Plan will be monitored by Finance subcommittee on an annual basis and through termly reports prepared by the FO.

Any significant changes in risk impact or probability, or the occurrence of an event which raises the profile of a risk will be recorded on the risk register as it occurs. Any new or increased risks identified in Finance subcommittee or GB meetings, or raised by a member of staff will be evaluated and, if appropriate, recorded in the Risk Register.

## **8.4 Communicating Risks**

The Finance subcommittee monitors the risk management plan each term. The FO will ensure that any perceived new or increased risks or significant failure of risk management control measures are considered by the Finance subcommittee along with a summary of actions taken.

The FO will endeavour to raise awareness that risk management is a part of Great Western Academy Trust's culture and seek to ensure that:

- individual members of staff are aware of their accountability for individual risks
- Individuals report promptly to senior management any perceived new risks or failure of existing control measures.

## **8.5 Annual risk review and assessment**

The internal audit reviews will aim to provide an annual assessment of the effectiveness of Great Western Academy Trust's management of risk.

The FO will prepare an annual review of the risk management plan for the Governing Body. This will enable the FO to report to Governing Body on:

- The significant risks facing Great Western Academy
- The effectiveness of the risk management processes
- That Great Western Academy Trust has published a risk management policy covering risk management philosophy and responsibilities



*Appendix 1 –Governance structure and membership in the year  
2018/9*

**Members**

1. Richard Harris
2. Les Durrant
3. Kevin Gwilliam
4. To be confirmed
5. To be confirmed

**Governors**

1. Andrew Wild (Chair)
2. Graham Taylor
3. Graham Davis – Principal
4. Val Houldey (Vice Chair)
5. Ian Hole
6. Cilla Paget
7. Mary Martin
8. [Parent governor]
9. [Parent governor]
10. [Staff governor]

**Finance and Resources  
Committee**

- 1 Graham Taylor
- 2 Cilla Paget
- 3 Andrew Wild



*Appendix 2 – Members' biographies*

## Governors



### **Andrew Wild – Chair**

Andrew has many years experience of leadership, teaching, advising and strategy development within education. He has also successfully bid and opened new schools with his work for the Diocese of Bristol Academies Trust and previously Local Authorities where he was a Senior Adviser. His current role is as an Education consultant supporting schools in difficulty.



### **Ian Hole**

Ian is currently Head of ICT at New College Swindon, with responsibility for IT operations, support, development and e-learning. He has spent many years providing strategic and operational IT consultancy to companies within the education and charity sectors. He holds a BSc in Computer Information Systems Design along with PRINCE 2 Project Management qualifications.



### **Val Houldey- Vice Chair**

Val Houldey has 20 years experience of senior management in secondary education. This includes 8 years as a secondary head in West Berkshire overlapping with 3 years as executive head of a nearby primary school following its being judged as needing special measures. Both schools were judged outstanding on her retirement in 2013. Other experience includes English advisor 2000 - 2002; Ofsted inspector for 8 years, and school improvement partner (both primary and secondary) from 2014 to 2017.



### **Mary Martin**

Mary is an experienced executive with over 30 years' senior management in the IT industry, for Capgemini. She is currently the Commercial Manager for a local manufacturing Company as well as being an elected Councillor for Swindon Borough Council. She also has over 10 years' experience as a School Governor, including being Chair.



### **Cilla Paget**

Cilla has worked in the educational sector for over 25 years, as Teacher, Faculty Head and Director of Curriculum. She has, until very recently, been a Governor at the Wellington Academy near Tidworth where she has had special responsibility for academic performance and curriculum issues.



### **Graham Taylor**

Graham was the Principal of New College Swindon for 21 years with a further 14 years experience in Further and Higher Education, He has and an extensive knowledge of quality in education, curriculum, government policies and funding. He led the successful bid for the Great Western Academy.

**Great Western Academy – Governors – skills audit 2019**

Skills Area	Knowledge of this area
Finance / Accounting	
Legal	
Buildings Maintenance Facilities Management	
Purchasing / Negotiation	
Human Resources	
Marketing / Design / PR	
ICT	
Education / Teaching	
Management Governance	
Local Authorities	
Quality Systems	
Risk Management /	
Health and Safety Spiritual / Faith	
Equal Opportunities	
Care Work / Social Work /	
Special Needs Listening, Counselling, Communication	
Event Organisation	
Statistics / Data Analysis	
Training / Development	
Project Work / Implementation	
Sport	

Key

	One person or no expertise at all and Little Knowledge
	Two or more have some knowledge and skills and awareness
	Two or more are confident and have professional skills and/or expertise in this area

### **Governing Body Terms of Reference**

1. The Governing Body needs to take a strategic role, act as a critical friend to the school and be accountable for its decisions. It should set aims and objectives and review, agree and monitor policies, targets and priorities. Governing Body meetings will be open to the public with Minutes available except for Part 2 business. In the event of a tied vote the Chair or Acting Chair/Vice Chair will have a second or casting vote.
2. The full governing body decides all policy matters concerning the management of the school, taking into account the requirements of legislation. The Governing Body may delegate any of its financial functions to a committee, a Governor or to the Principal, subject to prescribed restrictions.
3. The following functions may be delegated to a committee but cannot be delegated to an individual.
  - i. Functions relating to the alteration, closure or change of category of the school
  - ii. Functions relating to the approval of the first formal budget plan of the financial year
  - iii. Functions relating to school discipline policies
  - iv. Functions relating to the permanent exclusion of pupils (except in an emergency when the Chairman has the power to exercise these functions)
  - v. Functions relating to admissions
4. The Governing Body will review the delegation of functions annually. The Governing Body will remain accountable for any decisions taken, including those relating to functions delegated to a committee or individual. Any decisions or actions taken must be reported back to the Governing Body.
5. The Governing Body will
  - i. Hold at least 3 meetings per year and more as appropriate
  - ii. Appoint and remove the clerk
  - iii. Elect a Chair and Vice Chair
  - iv. Review annually the delegation of functions and committee structure and appoint Chairs
  - v. Annually elect governors for the following responsibilities: SEND, Safeguarding, Children Looked After, Pupil Premium, Health and Safety, curriculum areas as needed.
  - vi. Set dates for the meetings for the year ahead
  - vii. Decide any Governor suspensions
  - viii. Advise all parents of any parent governor vacancies, all staff of staff governor vacancies and arrange for the appointment of foundation governors
  - ix. Note term dates for the academic year and agree any occasional days
  - x. Receive Principal reports
  - xi. Review and monitor national test results
  - xii. Review level of exclusions
  - xiii. Monitor attendance of pupils/staff/governors
  - xiv. Set overall performance targets
  - xv. Provide induction for new governors
  - xvi. Set up a governor visit and feedback programme

- xvii. Review, adopt and monitor the procedure for dealing with complaints from parents/carers
- xviii. Review, approve and monitor the School Development Plan
- xix. Appoint 2 Governors with appropriate training to complete the Principal's Performance Appraisal, and arrange an external advisor to support this process
- xx. Maintain and annually update a conflict of interests register
- xxi. Carry out annual self-evaluation of the governing body performance and an audit of skills
- xxii. Organise training for governors according to needs

### **Finance and Resources Committee Terms of Reference**

#### **Membership**

- i. The Committee shall consist of at least three Governors.
- ii. The Clerk to the Committee.
- iii. Chair of Governors.
- iv. Finance governor, with professional experience in compliance, modelling and budgeting
- v. The Principal (also Accounting Officer)
- vi. Co-opted governor with relevant expertise, with delegated voting rights
- vii. The majority of the Committee must be Governors.

#### **2. Chair**

- i. The Governing Body shall appoint the Chair. In the absence of the Chair, the Committee shall elect any member to act as Chair for that meeting.
- ii. The Governing Body may remove the Chair from office at any time.

#### **3. Clerk**

- i. The Clerk shall be appointed by the committee, but cannot be the Principal. In the Clerk's absence, the Governors present may appoint a member of the Committee (not the Principal) to act as clerk for that meeting.
- ii. The Governing Body or the committee can remove the Clerk from office at any time.
- iii. It is the responsibility of the Clerk to a Committee to:
  - convene meetings of the Committee under the direction of the Governing Body and the Chair of the Committee
  - attend meetings and ensure minutes are taken
  - perform, from time to time, any other functions as required by the Committee and determined by the Governing Body.
- iv. The clerk should circulate agendas and supporting documentation seven days before the meeting unless there are exceptional reasons.

#### **4. Voting, Quorums and Meetings**

- i. Every question to be decided at a Committee meeting must be determined by a majority of votes of those present who are Governors and any others entitled to vote, by virtue of co-option. In order for the Committee to vote, the majority of those present must be Governors. Co-opted and associate members may not vote on any decision concerning admissions, pupil discipline, election or appointment of governors, the budget and finance commitments of the governing body.
- ii. The Chair (provided he/she is a Governor) has a casting vote.
- iii. The quorum is one half of the membership (rounded up to a whole number).
- iv. At least half of the quorum shall be Governor members of the committee.
- v. Meetings will occur twice a term.

- vi. Fourteen days' notice of the dates for meetings will be provided, unless there are exceptional circumstances.

## **5. Minutes of the meeting**

- i. Draft minutes must be drawn up by the Clerk and distributed to all members of the Committee. The minutes will be approved at the next Committee meeting and signed by the Chair. An approved copy of the Committee's minutes should be made available and circulated to members of the Governing Body with the agenda of the next full Governing Body's meeting.
- ii. The Committee must make available for inspection to any interested person, a copy of the agenda, signed minutes and reports or papers considered at the meeting as soon as is reasonably practicable, except for part 2 confidential minutes.
- iii. Information relating to a named person or any other matter that the Committee considers confidential does not have to be so made available for distribution or inspection.

## **6. Functions**

- i. The Committee will consider matters as directed by the Governing Body or the Chair of Governors and will take advice as and where appropriate.
- ii. The Committee shall have regard to the school's current and prospective financial position and budgets before committing or recommending expenditure. Consultation with the Principal as accounting officer and Chair of Governors must be undertaken.
- iii. The Governing Body shall determine the powers delegated to the Committee, which will be reviewed annually, and will then form part of the Terms of Reference for the Resources Committee.

## **7. Training and Procedures**

- i. Members of the Committee should attend appropriate training courses.
- ii. The Committee and officers will be appointed/re-appointed on an annual basis at the first meeting of the Governing Body in the autumn term.
- iii. The Terms of Reference will be reviewed annually, together with Schedule of Tasks of the committee.
- iv. The normal procedures and regulations of the full Governing Body will also apply to the Committee.

## **8. Responsibilities**

The Committee shall undertake the following activities:

### **Finance**

- i. To carry out the responsibilities delegated to it by the Governing Body
- ii. To work with the Principal, as accounting officer, and the business manager to ensure that financial decisions enable the school to provide value for money, and to ensure that processes are compliant with The Academies Financial Handbook
- iii. To review Finance Policies annually, and recommend any changes to the Governing Body for approval.
- iv. To advise the Governing Body, in consultation with the Principal, on:
  - the budget needed to run the school in accordance with statutory requirements and the agreed School Development Plan
  - ensuring that the Governing Body's financial policy and actions are in accordance with legislation, other statutory requirements and the Academies Financial Handbook
  - prioritising major items of expenditure in accordance with school development priorities
  - procurement of services to ensure best value for money

- v. To consider the draft School Development Plan and to advise the Principal and Governing Body on the implications for the school's finances and premises.
- vi. To recommend the school annual budget to the Governing Body.
- vii. To review and recommend a long term (3-5 years) Financial Plan to the Governing Body.
- viii. To set out the budget in a standard format, which allows transparent benchmarking against other schools and easy monitoring of, for example, the use of Pupil Premium funding, SEND funding and Sports funding
- ix. To monitor and review spending against the budget, twice a term, and ensure that expenditure remains within the prescribed limits.
- x. To generate additional income from a range of sources through funding bids.
- xi. To review the school's management of risk and insurance provision.
- xii. To use benchmarking data and ensure the school is providing value for money
- xiii. To review contracts to ensure best value for money
- xiv. To appoint external auditors with experience of financial management in academies.
- xv. To provide financial reports to the Trust three times a year
- xvi. Ensuring the annual accounts are produced in accordance with the requirements of the Companies Act 1985 and the DfE guidance issued to academies;
- xvii. Authorising the award of contracts up to the amount stated in the Scheme of Delegation (Appendix 1)
- xviii. Reviewing the reports of the Responsible Officer on the effectiveness of the financial procedures and controls. These reports must also be reported to the governing body.

## **Premises**

- i. To provide support and guidance for the Principal on all matters relating to the school premises and grounds, security, health and safety, including the development of the new school.
- ii. To provide support and guidance for the Principal with the development and equipping of the new school.
- iii. To review the Accessibility Plan for the school.
- iv. To inspect the premises and grounds annually and prepare a report on the conditions for the Governing Body.
- v. To undertake a health and safety audit of the school premises on an annual basis and report to the Governing Body, liaising with the Principal to ensure that the school complies with health and safety regulations and guidance.

## **Pay & Personnel**

- i. To draft and review and implement the school's Pay and Appraisal Policy.
- ii. To draft and keep under review the staffing structure in consultation with the Principal, to ensure it supports best outcomes for pupils.
- iii. To oversee the appointment, contracts and statutory obligations of all staff ensuring Safer Recruitment procedures are followed.
- iv. To appoint 3 governors, to review and set performance targets for the Head in partnership with an external advisor and make recommendations on pay progression.
- v. To ensure that staff performance appraisals are being carried out in accordance with the Pay and Appraisal policy.
- vi. To ensure that the Deputy Head and all staff salaries are reviewed annually, and to make recommendations. To ensure that an annual notification of Teachers Pay is completed.

- vii. To keep under review staff work/life balance, working conditions and well-being, including the monitoring of absence.
- viii. To oversee the induction and training of new staff, and continuing professional development for all.
- ix. To refer any appeal against a decision on pay grading or pay awards to the Staff Discipline and Grievance Panel.
- x. To review and recommend for adoption by the governing body procedures for dealing with staff discipline, dismissal and grievances, and ensure the staff are informed of them.
- xi. To ensure compliance with Accessibility Plan as appropriate to staff.
- xii. To ensure compliance with Employment Equality Regulations 2006

## **9. Withdrawal**

Members of the Committee who are personally affected by any matters discussed by the Committee will make this known to the Chair, who may then ask them to withdraw from all or part of the meeting.

## **Terms of Reference for the Pupil and Standards Committee**

### **1. Membership**

- i. The Committee shall consist of at least three Governors
- ii. The Clerk to the Committee.
- iii. Chair of Governors.
- iv. The Principal.
- v. A specified member of the schools' Senior Leadership Team (SLT) shall be an ex-officio member as the school expands.
- vi. The majority of the Committee must be Governors.

### **2. Chair**

- i. The Governing Body shall appoint the Chair. In the absence of the Chair, the Committee shall elect any member to act as Chair for that meeting.
- ii. The Governing Body may remove the Chair from office at any time.

### **3. Clerk**

- i. The Clerk shall be appointed by the committee, but cannot be the Principal. In the Clerk's absence, the Governors present may appoint a member of the Committee (not the Principal) to act as clerk for that meeting.
- ii. The Governing Body or the committee can remove the Clerk from office at any time.
- iii. It is the responsibility of the Clerk to a Committee to:
  - convene meetings of the Committee under the direction of the Governing Body and the Chair of the Committee
  - attend meetings and ensure minutes are taken
  - perform, from time to time, any other functions as required by the Committee and determined by the Governing Body.
- iv. The clerk should circulate agendas and supporting documentation seven days before the meeting unless there are exceptional reasons.

### **4. Voting, Quorums and Meetings**

- i. Every question to be decided at a Committee meeting must be determined by a majority of votes of those present who are Governors and any others entitled to vote, by virtue of co-option. In order for the Committee to vote the majority of



those present must be Governors. Co-opted and associate members may not vote on any decision concerning admissions, pupil discipline, election or appointment of Governors, the budget and financial commitments of the Governing Body.

- ii. The Chair (provided he/she is a Governor) has a casting vote.
- iii. The quorum is one half of the membership (rounded up to a whole number).
- iv. At least half of the quorum shall be governor members of the committee.
- v. Meetings will occur twice a term.
- vi. Fourteen days' notice of the dates for meetings will be provided, unless there are exceptional circumstances.

## **5. Minutes of the meeting**

- i. Draft minutes must be drawn up by the Clerk and distributed to all members of the Committee. The minutes will be approved at the next Committee meeting and signed by the Chair or maybe approved via email, by the quorum and a record of the approvals saved onto the governing body shared drive. An approved copy of the Committee's minutes should be made available and circulated to members of the Governing Body with the agenda of the next full Governing Body's meeting.
- ii. The Committee must make available for inspection to any interested person, a copy of the agenda, signed minutes and reports or papers considered at the meeting as soon as is reasonably practicable, except for part 2 confidential minutes.
- iii. Information relating to a named person or any other matter that the Committee considers confidential does not have to be so made available for distribution or inspection.

## **6. Functions**

- i. The Committee will consider matters as directed by the Governing Body or the Chair of Governors and will take advice as and where appropriate.
- ii. Decisions which require a spending commitment over and able agreed budget provisions and delegated responsibilities, must be referred to the Finance and Resources Committee, after consultation with the Head teacher and Chair of Governors
- iii. The Governing Body shall determine the powers delegated to the Pupils and Standards Committee.

## **7. Training and Procedures**

- i. Members of the Committee should attend appropriate training courses.
- ii. The Committee and officers will be appointed/re-appointed on an annual basis at the first meeting of the Governing Body in the autumn term.
- iii. The Terms of Reference will be reviewed annually, together with Schedule of Tasks of the committee.
- iv. The normal procedures and regulations of the full Governing Body will also apply to the Committee.

## **8. Responsibilities**

- i. Termly comprehensive monitoring of data, including progress and attainment by cohort and group (including by ability, ethnic background, gender and Pupil Premium);

- ii. Receive termly reports on the quality of teaching and the standards of pupil achievement.
- iii. Ensuring educational priorities are reflected in the School Development Plan and monitored termly,
- iv. Triangulate information from school data, reports from independent and external moderations and inspections and observations from school visits and monitor progress against targets to enable its contribution to the school self-evaluation process.
- v. Monitor the delivery of the curriculum
- vi. ensure that all safeguarding procedures are up to date and compliant with national requirements.
- vii. Review Prevent awareness and training.
- viii. Ensure that the needs of both children with Special Educational Needs and Disabilities are met
- ix. Review the targets for pupil achievement: SATS results and other achievement Indicators.
- x. Review impact of pupil premium
- xi. Review the implementation of the school's positive behaviour policy and procedures.
- xii. Review information to parents: website, School Prospectus, reporting procedures and Home/School Agreement and Code of Conduct.
- xiii. Review attendance and punctuality.
- xiv. Review pupil exclusions.
- xv. Review the provision for extra-curricular activities, including after school clubs, school trips and off-site activities.
- xvi. Review equality statement and accessibility plan.
- xvii. Review travel plan.

## **9. Withdrawal**

Members of the Committee who are personally affected by any matters discussed by the Committee will make this known to the Chair, who may then ask them to withdraw from all or part of the meeting.

### **Terms of Reference for the Community Committee**

#### **1. Membership**

- i. The Committee shall consist of at least three Governors
- ii. The Clerk to the Committee.
- iii. Chair of Governors.
- iv. The Principal.
- v. The community governor
- vi. Co-opted governor to represent community liaison
- vii. The majority of the Committee must be Governors.

#### **2. Chair**

- i. The Governing Body shall appoint the Chair. In the absence of the Chair, the Committee shall elect any member to act as Chair for that meeting.
- ii. The Governing Body may remove the Chair from office at any time.

#### **3. Clerk**

- i. The Clerk shall be appointed by the committee, but cannot be the Principal. In the Clerk's absence, the Governors present may appoint a member of the Committee (not the Principal) to act as clerk for that meeting.
- ii. The Governing Body or the committee can remove the Clerk from office at any time.
- iii. It is the responsibility of the Clerk to a Committee to:
  - convene meetings of the Committee under the direction of the Governing Body and the Chair of the Committee
  - attend meetings and ensure minutes are taken
  - perform, from time to time, any other functions as required by the Committee and determined by the Governing Body.
- iv. The clerk should circulate agendas and supporting documentation seven days before the meeting unless there are exceptional reasons.

#### **4. Voting, Quorums and Meetings**

- i. Every question to be decided at a Committee meeting must be determined by a majority of votes of those present who are Governors and any others entitled to vote, by virtue of co-option. In order for the Committee to vote the majority of those present must be Governors.
- ii. The Chair (provided he/she is a Governor) has a casting vote.
- iii. The quorum is one half of the membership (rounded up to a whole number).
- iv. At least half of the quorum shall be governor members of the committee.
- v. Meetings will occur twice a term.
- vi. Fourteen days notice of the dates for meetings will be provided, unless there are exceptional circumstances.

#### **5. Minutes of the meeting**

- i. Draft minutes must be drawn up by the Clerk and distributed to all members of the Committee. The minutes will be approved at the next Committee meeting and signed by the Chair or maybe approved via email, by the quorum and a record of the approvals saved onto the governing body shared drive. An approved copy of the Committee's minutes should be made available and circulated to members of the Governing Body with the agenda of the next full Governing Body's meeting.
- ii. The Committee must make available for inspection to any interested person, a copy of the agenda, signed minutes and reports or papers considered at the meeting as soon as is reasonably practicable, except for part 2 confidential minutes.
- iii. Information relating to a named person or any other matter that the Committee considers confidential does not have to be so made available for distribution or inspection.

#### **6. Functions**

- i. The Committee will consider matters as directed by the Governing Body or the Chair of Governors and will take advice as and where appropriate.
- ii. Decisions which require a spending commitment over and above agreed budget provisions and delegated responsibilities, must be referred to the Finance and Resources Committee, after consultation with the Head teacher and Chair of Governors
- iii. The Governing Body shall determine the powers delegated to the community Committee.

## **7. Training and Procedures**

- i. Members of the Committee should attend appropriate training courses.
- ii. The Committee and officers will be appointed/re-appointed on an annual basis at the first meeting of the Governing Body in the autumn term.
- iii. The Terms of Reference will be reviewed annually, together with Schedule of Tasks of the committee.
- iv. The normal procedures and regulations of the full Governing Body will also apply to the Committee.

## **8. Responsibilities**

- i. Ensuring a strong and effective working relationship between the school and Great Western community, through:

### **Terms of Reference for the Admissions Committee**

#### **1. Membership**

- i. The Chair of Governors
- ii. The Clerk to the Committee.
- iii. The Principal

#### **2. Chair**

- i. The Chair of Governors shall chair the meeting
- ii. The Governing Body may remove the Chair from office at any time.

#### **3. Clerk**

- i. The Clerk shall be appointed by the committee.
- ii. The Governing Body or the committee can remove the Clerk from office at any time.
- iii. It is the responsibility of the Clerk to a Committee to:
  - convene meetings of the Committee under the direction of the Governing Body and the Chair of the Committee
  - attend meetings and ensure minutes are taken
  - perform, from time to time, any other functions as required by the Committee and determined by the Governing Body.
- iv. The clerk should circulate agendas and supporting documentation seven days before the meeting unless there are exceptional reasons.

#### **4. Voting, Quorums and Meetings**

- i. Every question to be decided at a committee meeting must be determined by a majority of votes of those present.
- ii. The Chair has a casting vote.
- iii. For a full meeting the quorum is two.
- iv. Meetings will occur at least twice a year.
- v. Fourteen days' notice of the dates for meetings will be provided, unless there are exceptional circumstances.

#### **5. Minutes of the meeting**

- i. Draft minutes must be drawn up by the Clerk and distributed to all members of the Committee. The minutes will be approved at the next Committee meeting and signed by the chair. An approved copy of the Committee's minutes should be made available and circulated to members of the Governing Body with the agenda of the next full Governing Body's meeting.

- ii. Information relating to a named person or any other matter that the Committee considers confidential does not have to be so made available for distribution or inspection.

## **6. Functions**

- i. The Committee will consider matters relating to admissions as directed by the Governing Body or the Chair of Governors and will take advice as and where appropriate.
- ii. The Governing Body shall determine the powers delegated to the Committee, which will be reviewed annually, and will then form part of the Terms of Reference for the Admissions Committee.

## **7. Training and Procedures**

- i. Members of the Committee should attend appropriate training courses.
- ii. The Committee and officers will be appointed/re-appointed on an annual basis at the first meeting of the Governing Body in the autumn term.
- iii. The Terms of Reference will be reviewed annually, together with Schedule of Tasks of the committee.
- iv. The normal procedures and regulations of the full Governing Body will also apply to the Committee.

## **8. Responsibilities**

The Committee shall carry out the following activities which may vary from the list below due to the academy using and integration with the Swindon Admissions processes :

- i. To ensure that the annual consultation process on the school's admission arrangements is implemented within the specified timetable, and within that process, that the admission arrangements are approved by the full Governing Body
- ii. To determine applications for admission in accordance with the Governing Body's published admission policy whenever there is a decision to be made between applicants
- iii. To authorise the Committee to give power to the Principal to admit applicants outside the normal admission round where a decision does not have to be made, i.e. where the number of applicants in a particular year group matches the number of vacancies in that year group
- iv. Where a waiting list has been agreed by the Committee for any given year group, the Principal will have power to admit pupils in accordance with that list, subject to any new applications received since the waiting list was established being decided by the Committee
- v. To ensure that the Governing Body's approved arrangements are in place for parents to appeal against the Committee's decision not to offer a place
- vi. To carry out its duties in accordance with the DfE Codes of practice on Admission and Admission Appeals
- vii. To monitor the admission and appeals process and bring appropriate matters to the attention of the Governing Body
- viii. To report any decisions taken on behalf of the Governing Body to the next full meeting

## **9. Withdrawal**

Members of the Committee who are personally affected by any matters discussed by the Committee will make this known to the Chair, who may then ask them to withdraw from all or part of the meeting.

## **Terms of Reference for the Principal's Appraisal Committee**

### **1. Membership**

- i. The Committee shall consist of at least two Governors
- ii. The Committee will be assisted by an external adviser.

### **3. Chair**

- i. The Chair of Governors shall chair the meeting
- ii. The Governing Body may remove the Chair from office at any time.

### **4. Training and Procedures**

- i. The Members of the Committee should attend appropriate training courses.
- ii. The Committee and external adviser will be appointed/re-appointed on an annual basis at the first meeting of the Governing Body in the autumn term.
- iii. The Terms of Reference will be reviewed annually
- iv. The normal procedures and regulations of the full Governing Body will also apply to the
- v. Committee
- vi. All business of this committee will remain confidential with only the outcomes being reported to the Governing body

### **5. Voting, Quorums and Meetings**

Every question to be decided at a committee meeting must be determined by a majority of votes of those present.

- i. The Chair has a casting vote.
- ii. For a full meeting the quorum is two.
- iii. Meetings will occur at least twice a year.

Fourteen days' notice of the dates for meetings will be provided, unless there are exceptional circumstances

### **6. Agreed terms of reference**

- i. To ensure that at every stage the appraisal is firmly linked to school improvement and the agreed criteria identified in the performance objectives;
- ii. To work with an External Adviser, appointed by the Full Governing Body to support and advise the Panel during the Principal's appraisal process;
- iii. To prepare for the appraisal meeting with advice from the External Adviser by reviewing the objectives set for the previous year along with the Principal's overall performance and any challenges faced;
- iv. To lead the Principal's performance appraisal meeting with support from the external adviser;
- v. To consider the Principal's learning, development & support needs and how these will be addressed;
- vi. To advise the Principal of the standards against which the performance will be assessed during the coming year;
- vii. To make recommendations by 31st December in relation to any pay progression, in line with the School Teachers' Pay and Conditions Document, to the governing body committee with delegated responsibility for decisions on pay;
- viii. To set the objectives for the coming academic year;
- ix. To agree with the adviser a written report of the appraisal process for the Principal as soon as is practicable;
- x. To undertake a review meeting after 6 months to consider the progress towards meeting the objectives and whether they need to be amended as circumstances have changed

**Governing Body Annual Plan of Work**

**Outline only - additional items will be added as the need arises**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Governing Body</b>  Declaration of conflict of Interests (update register)  HT report: first meeting oral;  second meeting formal Reports from committees, Reports from governor visits, Reports from named governors once a term (eg SEN, CLA, CP)  Review progress against priorities on School Development Plan (RAG rating) Refer to policy schedule for updates and compliance  Sign off revised policy update and action non-compliance Governor training needs  Report to Members on school performance  ----- Elects chair and vice chair  Review Committees and terms of reference  Appoint officers (committee chairs, link governors etc)  Appoint Clerk  Plan dates for year ahead: FGB and Committee meetings  Plan foci for governor visits  Governor induction and training  Consultation, presentation and approval of SDP  Publish Admissions criteria  Statutory compliance audit  Report from HT performance appraisal governors confirming performance appraisal carried out and annual objectives set with HT, and performance appraisal carried out by HT and SLT for all staff.  Demonstrate compliance with Equality and Diversity Legislation</p>	<p><b>Governing body</b>  Declaration of Conflict of Interests (update register)  HT report: first meeting oral; second meeting formal Reports from committees Reports from governor visits Reports from named governors once a term (e.g. SEN, CLA, CP)  Review progress against priorities on School Development Plan (RAG rating)  Refer to policy schedule for updates and compliance  Sign off revised policy update and action non-compliance  Governor training needs  Report to Members on school performance  -----  Receive report on financial monitoring from Finance and Resources Committee; agree budget priorities.  Receive report on outcomes from SLT monitoring, including the quality of teaching and learning (as part of HT report)  Review progress against priorities on School Development Plan (RAG rating) Receive report on outcomes of HIP visit:  Overall evaluation of school’s performance  Agreement of category of school  Agree of progress so far with identified priorities  Ratify budget for next financial year following approval by Resources Committee  In-house training event</p>	<p><b>Governing Body</b>  Declaration of Conflict of Interests (update register)  HT report: first meeting oral; second meeting formal  Reports from committees, Reports from governor visits Reports from named governors once a term (eg SEN, CLA, CP)  Review progress against priorities on School Development Plan (RAG rating)  Refer to policy schedule for updates and compliance  Sign off revised policy update and action non-compliance  Governor training needs  Report to Members on school performance  -----  Ratify budget for next financial year  Governor self-evaluation – performance and procedures; identify priorities for action in the year ahead.  Annual Report from the Health and Safety governor  Annual Report by governor with responsibility for CLA &amp; SEN  Receive Annual Safeguarding report from Governor responsible for Child Protection  Pay Review panel confirms compliance with Pay Policy and communications with teachers  Receive update on progress since Spring Term HIP visit as part of HT report</p>
<p><b>Pupil and Standards Committee</b>  Analysis of performance data (Analyse School Performance) to monitor attainment and progress and pupil targets  Review judgments on standards and achievement in light of Analyse School Performance and other data  RAG rating SDP priorities  SEND report  Safeguarding arrangements, including Prevent awareness  Admissions arrangements  Behaviour policy review</p>	<p><b>Pupil and Standards Committee</b>  Monitoring attainment and progress and pupil targets  RAG rating SDP priorities  SEND report  Agree arrangements for distribution and analysis of pupil and parent questionnaires and the subsequent updating of SEF  Behaviour report  Link governors reports  [SEND, Safeguarding, Pupil Premium, Prevent]</p>	<p><b>Pupil and Standards Committee</b>  Monitoring attainment and progress and pupil targets  RAG rating SDP priorities and consider priorities for next academic year  SEND report  Safeguarding arrangements  Behaviour report  Link governors reports [SEND, Safeguarding, Pupil Premium, Prevent]  Review and report on quality of teaching and learning for FGB  Home/School Agreement  Admissions arrangements/update on</p>

Link governors reports [SEND, Safeguarding, Pupil Premium, Prevent]		numbers
<b>Finance and Resources Committee</b> Budget monitoring Appoint auditors for Private and Governor Funds Report on published financial information including Pupil Premium and Sports Premium expenditure Performance appraisal of HT (sub-group) Prepare financial report for Members Health and Safety audit Premises and Health & Safety report  New school building project Staff absence report Fire risk assessments Review committee terms of reference Update Accessibility Plan Termly budget monitoring	<b>Finance and Resources Committee</b> Budget monitoring Review outturn statement and agree provisional budget priorities for next financial year to be recommended to FGB Review possible (3-5 yr) budget models in light of curriculum and staffing priorities Financial benchmarking Prepare financial report for Members New school building project H&S Review of contracts Receive auditor's report Risk Assessment and Incident Review Termly budget monitoring	<b>Finance and Resources Committee</b> Approve Final Budget and staffing structure End of Year Accounts Prepare financial report for Members Best Value Statement New school building project H & S report Insurance review Review of charges/remissions for next academic year Risk assessment and incident review; update Risk Register Review Pay and Appraisal Policy, update Job Descriptions Risk Assessment and Incident Review Monitor progress against premises priorities Termly budget monitoring
<b>Admissions committee</b> Determination of Admissions arrangements	<b>Admissions Committee</b> Oversubscription meeting if required	<b>Admissions Committee</b>
<b>Principal's Report</b> Progress against SDP priorities Analysis of data: Analyse School Performance Pupil Premium pupils Admissions Safeguarding Bullying/Racist /Exclusions data	<b>Principal's Report</b> Progress against SDP priorities Report on HIP visit Pupil Premium pupils Admissions Safeguarding Bullying/Racist /Exclusions data	<b>Principal's Report</b> Progress against SDP priorities Report on HIP review Extra-curriculum review Terms/Inset/ dates next academic year Staff Inset report Staff changes
<b>Policy Approval</b> TBC in accordance with policy review and update schedule	<b>Policy Approval</b> TBC in accordance with policy review and update schedule	<b>Policy Approval</b> TBC in accordance with policy review and update schedule