



GOVERNANCE STRUCTURE

This document sets out the growth of the Governance Structure of the Learning Academy Partnership (a Multi Academy Trust).

Contents

1. Our Mission, Values and Principles
2. Collaboration with Accountability
3. Governance Role and Composition
4. Governance Committees and Advisory Groups
5. Community Focus and Administration
6. Visual structure of Governance
7. Partnership Schools
8. Quality Assurance and Self-Evaluation

The Learning Academy Partnership (South West) is a family of aspirational schools, working together within a Multi Academy Trust (MAT). The Trust has a Church of England Foundation and is a fully inclusive MAT, welcoming of both church schools and community schools, each retaining its own status. The Trust is an accredited academy sponsor and as such can welcome schools in all Ofsted categories. *The following document currently reflects the Trust as a primary MAT. It is being updated, along with the Scheme of Delegation, to reflect an All Through MAT.*

Empowering Excellence Together

Our Mission

To transform children's lives.

Core Purpose

To develop, a 'values led' family of exceptional schools that always put children first. Where learners excel and communities are enriched so that the life chances of more and more children are improved.

Core Values are our moral compass and drive the way we do things together.

Collective We are all one team and we agree to work as one family.

Excellence We champion excellence and equality for all and in all that we do.

Empower We invest in each other and our communities.

PRINCIPLES of Excellence

Core Values are underpinned by our 6 Principles of Excellence

1. **Priority- Children First** – in every action we take and decision that we make.
2. **Aspirational Expectations – A Culture where** every child will succeed.
3. **Excellence in Teaching and Learning** - Excellent, passionate staff transform children's lives. For our children, we collectively empower excellence.
4. **Professional Development- Investing in People** - Committing to world class, bespoke, Continuing Professional Development. For our staff, we collectively empower excellence.
5. **Distinctiveness** - We embrace, encourage and celebrate the uniqueness of each of our schools, recognising the context of the community that it serves and the curriculum that it offers to meet those needs. For our communities, we collectively empower excellence.
6. **Leadership with Vision and Efficacy** - Working together, we deliver and achieve much more than we could ever do individually. Collective expertise, accountability and financial efficiencies add value and improve outcomes for children.

Collaboration with Accountability

Through our work as a National Support School, Teaching School Alliance and through joint practice development across schools, we know that schools improve rapidly and can sustain the richness of experience, achieving more when they work together in School to School Support; interdependence and partnership. Our schools go beyond collaboration; we work in structural partnerships to be able to do the things that will bring or sustain outstanding provision for all our children.

‘Collectively, Empowering Excellence’.

We are united through a shared moral purpose, aspiration and commitment to each other to be the best that we can be. We share a determination that all our schools will be exceptional, and never again will a school be vulnerable or graded as less than consistently good.

Our model is one of: shared responsibility and accountability; targeted and effective school to school support; challenge and mutual trust. We work through a clearly defined school improvement strategy, including shared expertise and system leadership. We empower one another to excel and be greater than the sum of our individual parts. Together we achieve much more than we could ever do individually.

We passionately believe that every child should have an entitlement to be taught by excellent teachers in inspirational schools with outstanding leaders that will always **put children first**. We are passionate about promoting, sharing and developing expertise, leading to excellent practice across all our schools. Our motto, rooted in our core values, is simply **‘Empowering Excellence Together’**.

This moral imperative permeates all levels of our organisations. We believe that collaborative partnerships with ‘hard wired’ leadership and governance systems are the most effective way to achieve this aim.

Our Growth: Through aligning our shared vision and values within a strong school improvement strategy and operating model, we have become a highly successful, well established MAT consisting of 8 primary schools across Devon and Torbay. Our growth ambition is to become an exceptional All Through MAT, with geographical clusters of schools providing an exceptional educational experience for children aged 0-19. We believe that school improvement and partnership work, is key to growing our collective so that we can transform the lives of more and more children.

The Chief Executive, a National Leader of Education and the founding headteacher of the MAT, working with leaders from across the MAT, is accountable to the Trust Board, for the realisation of the strategic development of the Trust; supporting and empowering leaders and teachers to impact on transforming outcomes for all young people.

We have a track record of successful MAT collaboration, bringing about rapid improvement. New schools joining the MAT, create additional capacity, and add strength in securing our future continuing success and sustainability. We are designated as both a National Support School and a Teaching School www.astsa.org and accredited as a strong and credible partner and Multi Academy Trust by the Department for Education, with endorsements from the Regional Schools Commissioner, Local Authorities and the Diocese.

Lynn Atkinson
Chief Executive

Governance

Members

The Trust comprises of up to 5 (majority foundation) members. The Members are accountable to the DfE and have ultimate responsibility for the Trust achieving its charitable objectives. They sign off the Articles of Association and have the power to appoint and remove the Trustees.

The current members of the Trust are:

Chair of Board (Mr R Hewitt) – Foundation

University of St Mark & St John (Dr I Luke) – Foundation

EDEN; acting corporately by hand of its representative (Mr P Reeve) - Foundation

Board of Trustees

The Board of Trustees are appointed by the Members. There shall not be less than 5. The Board have a simple majority of Foundation Trustees. All Trustees appointed to the Board, do not represent individual academies but champion the best interests for ALL across the Learning Academy Partnership Trust.

There shall not be less than 5 including the Chief Executive. The Board will have a simple majority of Foundation Trustees.

| Type of Director | Name | Skill Set | Term of Office |
|------------------------|-------------------------|---|----------------|
| Chair (Foundation) | Mr Ryan Hewitt | HR specialist, Risk Management | Annual review |
| Chief Executive | Mrs Lynn Atkinson | CEO - Education, Leadership, MAT strategy and implementation | Ex officio |
| Foundation (Incumbent) | Reverend Paul Ireton | Foundation, Governance, Diocesan Education Board | Ongoing |
| Foundation | Dr Mark Graves | Business consultant ,Academy Ambassador | Annual review |
| Foundation | Mr Richard Vaughton | Business - Development, Strategy, & Growth, Marketing, Social Media | Annual review |
| Non Foundation | Mr Philip Dean | Finance Director (Chartered Accountant), Academy Ambassador | 2 years |
| Non Foundation | Dr Jan Myles | Education , Academy Ambassador | 2 years |
| Vacancy - Foundation | Appointment In progress | Solicitor -Legal (recruiting through Academy Ambassadors) | |

Overall accountability in a MAT rests with a Board of Trustees. Governance within the Trust consists of the Trust Board, at a strategic level, and Local Committees (previously known as governors) supporting and challenging at a school level.

Collectively Board Trustees deliver the core functions common to school governance. Board Trustees must also ensure compliance with company and charity law and with the Trust's funding agreement with the Secretary of State. The most robust governance structures have distinction between the individuals who are members and those who are the Board of Trustees, this enable members who are independent of the Board Trustees to provide challenge and scrutiny to the Board.

Board Trustees have three strategic core functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
3. Overseeing and ensuring effective financial performance.

Working with the Chief Executive and Executive Team:

- Review and evaluate with the Chief Executive the strategic direction of the MAT development and success of the Vision Realisation Strategy (PILOTS).
- Oversee the process of school self-evaluation across the Trust (incl. Business and Education Improvement Plans and Individual Academy Plans, SEF, SIAMS and termly KPI reports from Chief Executive (Trust Executive Team))
- Oversee the appointment of staff, staff development, staff wellbeing across the MAT and appraisal processes
- Oversee Curriculum and pupil outcomes through the work of the Local Committees
- Support, Challenge and Review the work of the Local Committees, receive Local Committee Reports,
- Monitor Finance, Personnel, Health & Safety, Safeguarding and Curriculum matters and ensure they fit with the strategic plan for the Trust
- Review and evaluate with the Chief Executive the strategy of All Saints Teaching School Alliance
- Review the yearly cycle of decision making
- Establish and review a Code of Conduct for the Board of Trustees
- Act as an Audit Committee to ensure propriety and value for money
- Additionally, the Board will offer additional support to the Chief Executive on difficult and sensitive issues
- Approve the admissions policies of individual academies or free schools.

The high level skill based Board Trustees meet at least four times a year: in September to elect the Chair and agree the Scheme of Delegation, and then at the end of each term.

COMPOSITION OF TRUSTEES

Board Trustees are appointed for their wide ranging knowledge skills and/or experience in the following areas:

- Corporate and Business Strategy / Development
- Accountancy Compliance and Business Growth
- Human Resources
- Legal
- Foundation Trustees (majority) which will include an Incumbent
- Chief Executive Officer (Trust Performance and development - Education & Standards and Business Development)
- Other skill set as required

Co-opted Board of Trustees

Board Trustees may appoint up to three Co-opted Board Trustees with the required skill set as is necessary to support its development from time to time. Co-opted Trustees do not have a term of office but are time limited to a project which they are supporting and this is reviewed by the Chair and Chief Executive on a termly basis. Appointments are subject to the consent of the Diocesan Board of Education and ensuring a Foundation majority.

TERMS OF OFFICE

The term of office for any Trustee shall be two years. The time limit will not apply to the Chief Executive or Incumbent whose term is ongoing. Foundation Trustees do not have a term of office but are only able to hold the post for as long as they remain eligible. Each year at the first Board meeting Foundation trustees are reviewed.

Trustees are appointed because of the breadth of experience, skills and expertise they can bring to help to realise the Trust's vision and values and enhance the effective strategic leadership of the trust. Subject to remaining eligible a trustee may be re-appointed or re-elected.

COMMITTEES

The Board operates committees with delegated powers: These committees meet as needed and are accountable to the Board of Trustees.

- Finance, Audit/Fraud & Estates Committee
- HR/Remuneration Committee and Appeals
- Project Development/Management Committee
- Academy Improvement Intervention Committee
- Admissions Committee
- Exclusion Committee
- All Saints Teaching School Alliance Committee
- **Local Committees** are organised and operate to best meet local need. Where appropriate, there may be one Local Committee for one academy, however it is more likely that a joint Local Committee will 'govern' a number of academies, depending on local circumstances. Typically, in the case of primary schools, this will be within regional hubs with 3 or 4 academies operating under the guidance of an overarching Local Committee. A secondary school may be more likely to have its own committee.

LOCAL COMMITTEES

Local Committees are advisory committees of the Trust Board and are accountable to the Trust Board. Local committees contribute to the strategic direction and vision realisation of the Trust: Collectively Empowering Excellence. The Trust Board delegates responsibilities to the Local Committees as is relevant and appropriate to meet their particular expertise and collective needs.

Local Committees are generally responsible for either a single school or a group of schools, within the following seven key areas:

1. Strategic Leadership of academies in partnership with the Executive Team and Head
2. Monitoring of pupil welfare and pupil outcomes locally
3. Support and challenge for Executive Heads, Principals and Heads.
4. Compliance with all policies including Statutory Compliance, Risk, Health & Safety.
5. Forming subcommittees to manage Admissions, Exclusions and Complaints.
6. Oversight of Safeguarding.
7. Succession planning for Local Committees

The role of the Local Committee is to support, inform, advise and challenge provision; working together, empowering excellence and improving outcomes for all children. They are a local voice and a link with local communities and churches (Church Schools) as well as being advocates for all LAP academies.

As ambassadors for the academies, Local Committees can play a crucial role in enriching community relationships and communication; contributing to the collective effectiveness of academies and the Board of Trustees.

KEY ROLE AND RESPONSIBILITIES (ALL SCHOOLS)

Vision Realisation: Local Committees play a key role in supporting the collective vision realisation of the Trust through:

- Contributing to and promoting the Trust Vision, values and aims.
- Implementing the LAP Trust vision and core values.
- Monitoring Academy Development Plans
- Supporting and holding the Headteacher to account for the performance of the academy
- Preserving and supporting the Trust Foundation and the Christian Distinctiveness of Church School Academies (Church Schools)
- Contributing to local panels and working parties: e.g. Admissions, Exclusions, Appeals Panel, Appointments, Complaints, worship (Church Schools) and celebrations etc.

If appropriate, the Local Committee may be organised and operate as two distinct groups:

1. **The Standards and Curriculum Group**
2. **The Community & Ethos Group (Primary)**

Depending on the local context, it may be appropriate that a single committee manages both of the areas above. It may also be appropriate that Community and Ethos Groups serve individual schools. This would always be the case where a church school is part of a hub with non-church schools.

KEY ROLE AND RESPONSIBILITIES (CHURCH SCHOOLS)

Church Schools Community & Ethos Group incorporates its Christian Distinctiveness and Worship Group. The composition of this group may include: Heads, Christian Distinctiveness Lead, Clergy, Parents, Church members. This group will always include a majority of foundation members.

Appendix 1. See Terms of Reference - Local Committee

COMMUNITY FOCUS

The Trust aims to serve its community by providing an education of the highest quality and for Church schools, within the Trust deeds of each school and the context of Christian belief and practice. We work collectively to empower everyone to achieve excellence and to improve life chances for all children across the Trust. Every one of our schools will become a centre of excellence of which our whole community can be proud. Through the skills and experience our learners develop and through the reputation our schools will establish, we aim to contribute to the growth of our local economy and to the well-being of families in our localities.

OTHER COMMITTEES OF THE BOARD ON A AS NEEDED BASIS

Academy improvement Intervention Committee: The rigor of our school improvement model, rooted in school to school support and system leadership, sharing and developing outstanding practice and on-going high quality professional development is at the heart of all we do. This committee may be set up when specific intervention is required because the school is either in a category, or in danger of going into a category or does not have the capacity or expertise to lead/manage rapid improvement. The committee may comprise of 2 elected members of the Local Committees, as recommended to Board of Trustees by the Chief Executive and supported by members of the Trust Executive Team (TET), trustees and a co-opted school improvement partner. This group will convene as is necessary to ensure rapid improvement.

Project Development/Management Committee: This committee may be set up when a school joins the Trust. The committee will be made up of the Chief Executive, Executive Support Manager, Executive Head/Principal + 2 trustees from the Trust and 2 governors from the new school.

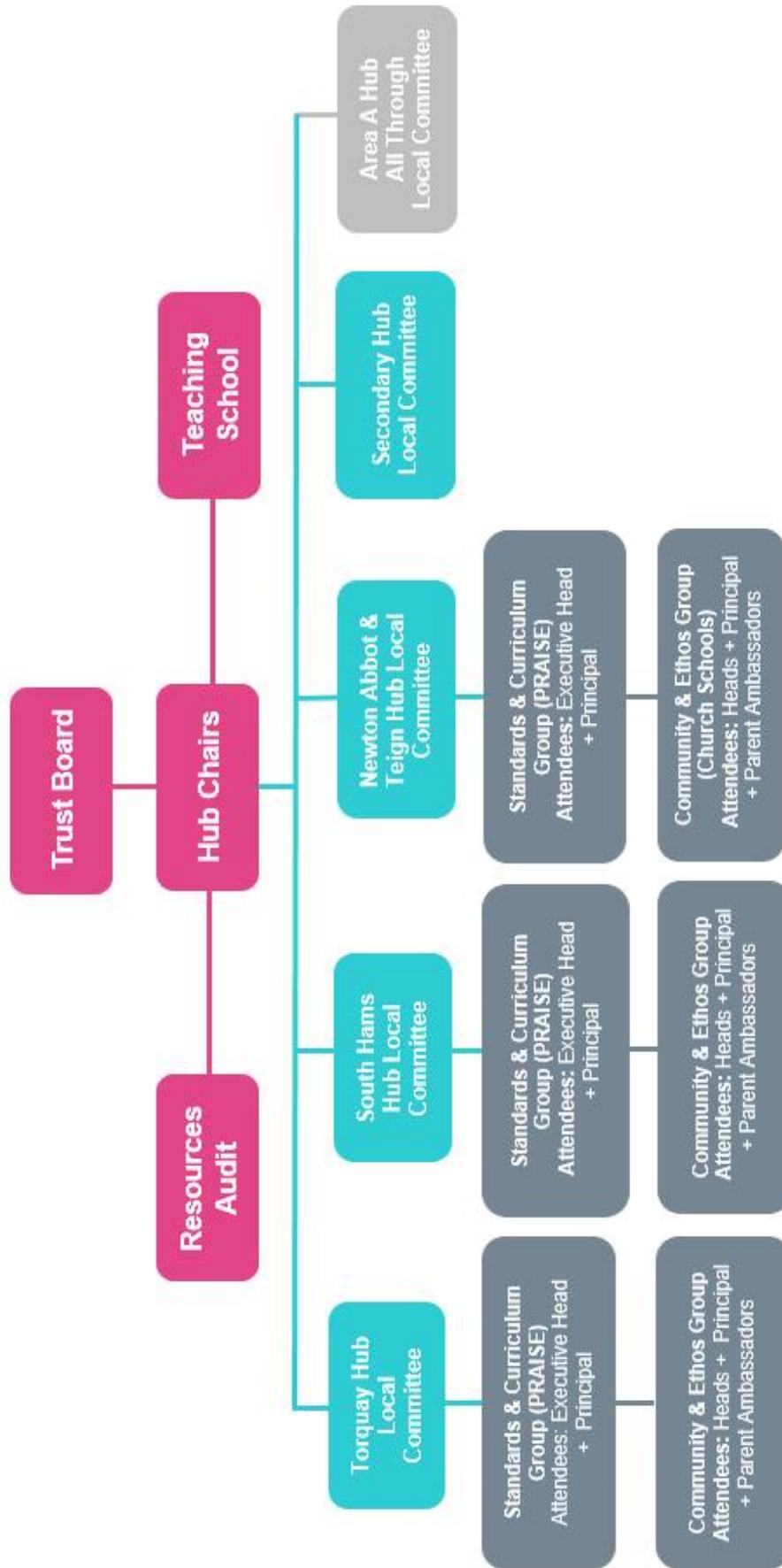
Delegation: The Board Trustees can agree to delegate as much to the Project Management Committee or Local Committee as is necessary to meet their specific needs and support the work of the Board Trustees. The Trust has a Chief Executive to deliver the strategy of the Trust and a Director of Education and Director of Operations to work with the individual Heads of the schools to provide effective support and challenge as required, including access to a wide range of school improvement activities and operational services.

ADMINISTRATION

Foundation Board Trustees are appointed by the Foundation Members. The members then inform the Board of these appointments. If the Board receives a resignation of a Foundation Trustee they should notify the Foundation members.

The Diocese will communicate to the Board (all category of trustees) details of training and other information. The Trust will be responsible for Governance training (Members, Board Trustees and Local Committees), support and advice.

GOVERNANCE STRUCTURE



The Learning Academy Partnership Schools: Summer Term 2018

- All Saints Marsh Church of England Academy
- All Saints Teaching School Alliance
- Ellacombe Church of England Academy
- Ilsham Church of England Academy
- Little Stars Childcare Centre
- Warberry Church of England Academy
- All Saints' Thurlestone Church of England Academy
- Charleton Church of England Academy
- West Alvington Church of England Academy
- Dunsford Community Academy

In consultation and due diligence phase: Secondary College

HOW DO WE QUALITY ASSURE OUR WORK?

The Trust is accountable for the performance of each of its academies. The Trust provides effective support for any of its schools requiring additional support, including CPD, core services, Business Management, National Support School work, Teaching School support and access to a variety of school improvement partnerships and the Teaching School alliances with which it works.

The Trust has a QA cycle. This document has been co-constructed by leaders from across the Trust to ensure that evaluation is a key part of the yearly cycle and to ensure that actions to improve the quality of outcomes for all pupils is taken in a timely manner. This document is not simply a 'monitoring' tool where information is collected and collated. Each activity has been planned with precision and feeds into the evaluation cycle and the information is used to evaluate the impact of actions outlined in Academy Development Plans.

The Head of Academy is responsible for implementing the Quality Assurance Cycle within their own academy. Performance/Progress Risk Assessment Self Evaluation (PRAise Reports) and KPIs. Regular reports of each academy's progress towards agreed targets are reported to the Local Committees and scrutinised at the Trust Board.

SELF-EVALUATION

Heads ensure that the outcomes of the Quality Assurance Cycle are used in an evaluative way, supporting the Academy Development Plan and SEF. Our aim is that all schools will be ranked in the top 20% by comparison with similar schools by their first inspection following joining the Trust. Church schools will be rated as Outstanding within the SIAMS framework within 2 years of joining the Trust.

Peer Reviews at least once per year, each of our academies will be part of an Ofsted style review of its work. This will include peer review/ Challenge Partners. An external review with an HMI will take place every two years or sooner. A written report is provided.

Lynn Atkinson
Chief Executive
Updated 2018