

**GOVERNANCE IN OUR ACADEMY TRUST**

**Expertise, support, challenge and advice**

With our philosophy of maintaining each schools uniqueness we have provided a structure which enhances, challenges and supports the governing body of our schools to drive forward school improvement and shape the life within their own school.



Our Directors all are specialists in their fields. They have committed to support the education of the children within our schools through ensuring JMAT provides the very best for all. Their role is at the heart of governance in our Trust, holding the CEO to account on the progress and performance of its schools and the effectiveness of the leadership within.

**The purpose of governance**

As outlined in the Governance Handbook 2019, the purpose of governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight and assurance for education and financial performance.

Governing bodies must be ambitious for all children and young people and infused with a passion for education and a commitment to continuous school improvement that enables the best outcomes. This is achieved in our vision as an Academy Trust not in the board room, but in each individual school and classroom.

Governance is driven by inquisitive, independent minds and through conversations focused on the key strategic issues which are conducted with humility, good judgement, resilience and determination. Facilitated through focused visits to school, liaison and conversation with both Senior Leaders and Staff responsible for the key areas, as outlined in either the schools Developing Excellence Plan or School Improvement Plan.

**The six key features of governance are as follows and are shown at the top of all our agenda:**

* **Strategic leadership** that sets and champions vision, ethos and strategy.
* **Accountability** that drives up educational standards and financial performance.
* **People** with the right skills, experience, qualities and capacity.
* **Structures** that reinforce clearly defined roles and responsibilities.
* **Compliance** with statutory and contractual requirements.
* **Evaluation** to monitor and improve the quality and impact of governance

**Governing Body Meetings**

The James Montgomery Academy Trust (JMAT) sets out its record of the key features in each of its Local Governing Body (LGB) agendas.

The agendas are pre-determined from a Trust perspective and recognise the ESFA, DfE, and Academy obligations at specific points in the academic year. The agenda and subsequent minutes should reflect governance in the term to date. The minutes of each governing body meeting should be professional in their content, follow the structure of the agenda and document appropriate challenge.

Actions from outstanding roles, work committed to and questions unanswered should be apportioned into the ACTION section at the bottom of the minutes for governors to act upon as matters arising before the following meeting.

The JMAT structure of LGB meetings requires 5 full LGB meetings within each academic year:

**Autumn 1**

**Autumn 2**

**Spring**

**Summer 1**

**Summer 2.**

All urgent and unplanned eventualities can be catered for under “extraordinary” LGB meetings.

Working parties can be directed to undertake specific aspects of governance i.e. to review policies etc.

**Governing Body Structure**

The following table is a reflection of the governance structure as indicated in the JMAT Scheme of Delegation for your Academy. This table considers the minimum number for a Governing Body which is set to 3 and the number at which a Local Governing Body can be effective, which is set to 7.

The maximum number for a Local Governing Body is suggested as 12.

|  |  |
| --- | --- |
| **TITLE** |  |
| The Headteacher | Ex Officio |
| Deputy Head/Assistant Head | Ex Officio |
| Foundation GovernorsPriest (ex officio) | 4 inc. priest |
| Staff  | 1 |
| Parent  | No more than 3 |
| Co opted | 4 (3 of which can be appointed by the board of directors) |

(4.3.1) The Board of Directors for James Montgomery Academy Trust reserve the right to appoint up to 3 co-opted members to the Local Governing Body of a James Montgomery Academy School in addition to (4.2.1) representation from the parish priest and a nominated member who are represented in the table as foundation governors.

**Foundation Status Governor** relates to:

1. Diocese where related to Church Schools (of whom one must be the incumbent and one his/her nominee)
2. Trust in relation to the holder of the land upon which the Academy operates i.e. Ellis Trust Representative.
3. JMAT where the land is owned by James Montgomery Academy Trust

**Staff and Parent Governor**

Staff Governor and Parent Governors must be duly appointed by the Local Governing Body with a parent governor being a parent of a pupil at the Academy or where if not reasonably practical a parent of a child of compulsory school age.

**Parent Governors** - elected by parents or carers of registered pupils attending the school at the time of the election. Through the children, parent governors have first-hand experience of the delivery of the curriculum, and how the school is perceived from a parent’s point of view. This enables parent governors to bring a different perspective to the strategic management of the school. Genuine parent engagement exists when there is a meaningful relationship between parents and teachers, with a shared goals of maximising learning outcomes for children. Communication is key to inform parents and to help them to develop their child’s learning at home, in the community and in school.

**Co-opted Governor**

Ideally co-opted governors should not be employed by the school or be a parent of a child on roll. This is to ensure that an objective view is maintained within the LGB.

**Term of Office**

The standard term of office for new appointments on the Local Governing Body shall be 4 years. A newly converted school will, where possible, retain its current LGB members into the new structure. This does not apply to the Headteacher nor the Parish Incumbent.

Co-opted members shall be elected for a 1 year term only.

The Chair and Vice Chair positions shall be elected on a 1 year term and be appointed annually. (See NGA Guidance on maximum term of a Chair) – Succession Planning

**The Role of a Governor – Expectations**

The agenda for each meeting reflects what has happened within the term to date. Each term, ahead of the LGB meeting, governors with specific responsibilities are encouraged to attend school to conduct their structured visit, gather information and satisfy their inquiry. This information should then be shared within the LGB meeting in the form of a Governor Visit Report.

(Governor Visit Reports – are shared on each school website in the governor section for ease of accessibility. [Shared here.](file:///J%3A%5CJMAT%5CADMIN%20DOCS%5CLGB%20ADMIN%5CTEMPLATES%5CGovernor%20Visit%20Report%20-%20new.docx) The focus visit or inquiry should be linked to the school DEP/SIP or Ofsted Priorities.)

Governors should make clear contributions to the governing body meetings which determine the:

* Vision and ethos of the school
* Clear and ambitious strategic priorities and targets for the school which includes the governing body
* Accessibility of the curriculum for all abilities
* Financial probity and appropriate distribution of funds
* Effective staffing structures

Good governance holds leaders to account by monitoring the schools performance. Governors should supply appropriate challenge to the status quo, not taking information or data at face value and always seeking to improve things, including in the following areas:

* Outcomes and priorities for educational performance
* Ensuring adequate audit in areas relating to finance, policies and procedures
* Self-evaluation – of the LGB

**Governors** must be committed to devoting the required time and energy to the role and being ambitious to achieve the best possible outcomes for young people. Prepared to in line with the 7 principles of Public Life, give time, skills and knowledge to develop themselves and others in order to create highly effective governance.

The Seven Principles of Public Life are found on this link

https://www.gov.uk/government/publications/the-7-principles-of-public-life/the-7-principles-of-public-life--2



What it means to be Chair of Governors

Guidance can be found via NCTL or NGA with ease.

For JMAT the role of Chair is a critical one in our governing bodies. An effective Chair will work with the Headteacher to promote and maintain standards, ensure that the LGB sets a clear vision and ethos with strategic direction for the school, which reflects the needs of the school community. This should be aligned to the priorities for the school. The Chair should encourage governors to work together as an effective team, help them to build their skills, knowledge and experience through regular training and visits into school. The Chair must ensure that governors are actively contributing to school life and participate constructively in meetings and committees.

The Chair should be supported by a deputy – named the Vice Chair, who will stand in for them in their absence.

The Chair should ensure that the meetings are conducted effectively according to the constitution and matters are dealt with in an orderly fashion. This role is most effective when supported by a good working relationship with the Headteacher and Clerk.



**Support**

**Challenge**



**Governors are appointed to provide:**

* Strong links between our school and the communities we serve
* A wide experience of the outside world
* An independent view
* A focus for the long term development and improvement
* Accountability to the school community for the use of resources and standards of teaching and learning in our schools
* Support for the Headteacher and staff

**Governors are expected to:**

* Attend meetings of the governing body
* Work as a member of the governing body in the best interest of the school
* Show an interest in school activities
* Become well-informed about education in general and our schools
* Become familiar with the rules of school and governance
* Keep up to date with changes in education legislation
* Attend training courses, where appropriate.

**Governors will also be involved in the following:**

* Senior staffing appointments
* The financial management of the school
* The curriculum

**What we hope you will get out of being a governor:**

* The knowledge that you are helping our pupils to achieve
* Satisfaction from giving back to your community
* A sense of purpose and achievement
* New skills which may be transferable and broaden your horizons

**What we hope you can offer:**

* Time (appx 10 hours per term) and a willingness to learn
* A listening ear and enquiring mind
* The ability to assimilate information, make judgments and take decisions
* The ability to work as part of a team

**Governing Body Protocol**

**Agenda Setting**

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| 1. | The agenda for each meeting is set at Trust level initially, taking into consideration the guidance from LA, ESFA, Academies Financial Handbook and the Trust cycle of evaluation i.e. assessment points etc. | GOVERNANCE LEAD |
| 2. | Agendas are issued to each Headteacher (HT)/Executive Headteacher (EHT) and Chair of Governors (CoG) 2 weeks prior to the meeting date to explore what school specific agenda items need adding | CoG/HT/EHT |
| 3. | Governors wishing to add specific items to the agenda should bring these to the CoG/HT/EHT’s attention within this 2 weeks, before the Agenda is shared wider | GOVERNORS |
| 4. | CoG and/or HT/EHT will decide whether governor items are agenda appropriate or personal issue which should be addressed outside the context of a LGB meeting/ CoG/HT/EHT to advise accordingly | CoG/HT/EHT |

**Supporting documents**

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| 1. | Headteacher and SLT (or other) to prepare and email to the Clerk all supporting documentation for consideration/presentation at the scheduled meetingREMINDER – ALL DOCUMENTS ARE TO BE WITH GOVERNORS 7 DAYS PRIOR TO A MEETING | HEAD |
| 2. | All meeting documents are shared with LGB – Preferred method is to upload them to a secure governor section of the schools website | CLERK |
| 3. | Email to be sent to all governors to confirm that the documentation is available for them to print/download as necessary | CLERK |

**Governor viewing docs**

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| --- | --- | --- |
| 1. | Governors are expected to have read and prepared any questions in advance of the meeting, a space is available on all agendas for this (Governors are encouraged to ask questions and this can then be reflected in the minutes as challenge) | GOVERNORS |
| 2. | Paper copies can be made available upon specific request | CLERK |

**The Meeting**

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| 1. | Apologies for absence should be sent to the Clerk and or CoG by email or telephone message, as soon as possible  | GOVERNORS |
| 2. | In the event of the CoG absence – the Vice Chair CoG will preside over the meeting |  |
| 3. | To aid additional attendees – some agenda items may be brought forward to the start of the meeting |  |

**Post Meeting**

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| 1. | Draft minutes are prepared and issued to HT/EHT and CoG for pre-approval within 7 working days | CLERK |
| 2. | Any necessary adjustments are made and the draft minutes are shared with all governors via the preferred method (secure section of website) within 10 working days | CLERK |
| 3. | Governors are advised that the draft minutes are available for perusal with actions allotted to individuals | CLERK |
| 4. | Governors are expected to act upon any actions allotted within the nominated timeframe | GOVERNORS |
| 5. | Any Reports from Enquiry Visits made by Governors should be sent to the Clerk as soon after the visit as possible to be shared with the relevant LGB Meeting preparation/supporting docs. | GOVERNORS |
| 6. | Approved LGB minutes remain on the secure section of the website for 6 months as a governor aid memoir | CLERK |
| 7. | Register of attendance is updated and uploaded to the school and JMAT website | CLERK |

**Typical Link and Statutory Governor Roles**

**Data Governor -** to ensure the LGB are aware of key data narratives and priorities. They should ensure that the LGB is aware of the local context data for the school and the need to ensure that all data is triangulated alongside other sources of information including reports from senior leaders, observations, and feedback from stakeholders.

**Finance Governor –** should act as a link governor between the school’s finance planning and operations, the full governing body and the school’s senior leadership team. In the role they should regularly meet with the School Business Manager and act as an objective sounding board for the head teacher and finance operations. Regular reviews should be undertaken of the finance planning, position and reporting and information should be shared with the full governing body as required.

**Pupil Premium & Sports Premium Governor** – shouldunderstand the relevant school pupil performance data that shows progress of different groups over time. They will hold the school to account for ensuring that all available funding is used effectively to close the attainment gap between children who are eligible for pupil premium and whose who are not.

**Safeguarding Governor** - should provide a link between the Governing Body, committees and staff of the school regarding aspects of safeguarding. The safeguarding governor should take a strategic approach to monitoring safeguarding arrangements. This role would also address behaviour and attendance and anti-bullying.

**SEND Governor** - should have enhanced knowledge, skills and understanding of SEND and will hold the school to account for ensuring they have removed barriers to learning and have put effective special educational provision in place. This role would also include Children Looked After.

**Wellbeing Governor** - The governing board has a vital role to play when it comes to pupil and staff mental health and wellbeing. They should work with the leadership team to agree priorities to promote children’s learning and wellbeing and monitor progress. By establishing the role of the wellbeing governor, the governing board demonstrates and reiterates its commitment to supporting the mental health and wellbeing of both staff and pupils. This commitment from the governing board emphasises the importance of establishing robust mental health provision in schools for staff and pupils, providing equal opportunities, building resilience, and developing tools and support strategies.

The JMAT website under Governance defines in more detail the above and other job descriptions for Governance. Each role does not have to be held by a separate individual. Schools may determine an appropriate link directly to the school priorities as determined in their DEP and a Governor can hold a responsibility for a variety of areas.

Each governors role should be referenced within the LGB agendas on a rolling programme if not determined by the priorities of school as identified in the DEP. The roles are designed to make inquiry, and inform the whole LGB influencing where appropriate and strengthening leadership in schools.

**Governance Related Policies are below and found in hyperlink or on the JMAT website under the heading POLICIES http://www.jmat.org.uk/policies.**

1. [Volunteer Code of Conduct](../../POLICIES/2020%20to%202021/Volunteer%20and%20Governor%20Code%20of%20Conduct%20September%202020.pdf)
2. [Governor Allowances](../../POLICIES/2020%20to%202021/Governor%20Allowances%20Reviewed%20Sept%202020.docx)
3. [Minutes of and papers considered at, meetings of the governing body and its committees](../../POLICIES/2020%20to%202021/Minutes%20and%20papers%20revised%20Sept%202020.pdf)

Broadly speaking the Code of Conduct for School Governing Bodies relies on effective communication.

The features of effective governance are common across the education sector and share their fundamental principles with governance in the charity and business sectors.

**Effective governance is based on six key features:**

**Strategic leadership** that sets and champions vision, ethos and strategy.

**Accountability** that drives up educational standards and financial performance.

**People** with the right skills, experience, qualities and capacity.

**Structures** that reinforce clearly defined roles and responsibilities.

**Compliance** with statutory and contractual requirements.

**Evaluation** to monitor and improve the quality and impact of governance.

The first two features are the core pillars of the board’s role and purpose. The second two are about the way in which governance is organised, and the last two are about ensuring and improving the quality of governance.

The governing board and board of directors have the following core strategic functions (this is subject to the JMAT Scheme of Delegation that should be read in conjunction with this code of conduct):

This policy refers to Governors on a Local Governing Board and Directors on the Board of Directors.

**Establishing the strategic direction**, by:

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

**Ensuring accountability**, by:

* Appointing the head of school/headteacher
* Monitoring progress towards targets
* Performance managing the head of school/headteacher
* Engaging with stakeholders

**Contributing to school self-evaluation and ensuring financial probity**, by:

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

As individuals on the board we agree to the following:

**Role & Responsibilities**

* We understand the purpose of the board and the role of the head of school/headteacher.
* We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
* We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
* We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
* We will encourage open and transparent governance and will act appropriately.
* We will consider carefully how our decisions may affect the community and other schools.
* We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
* In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing board.
* We will actively support and challenge the head of school/headteacher.
* We acknowledge that accepting the office of a director/governor involves the commitment of significant amounts of time and energy.
* We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
* We will make full effort to attend all meetings and where we cannot attend explain in advance why we are unable to.
* We will get to know the school well and respond to opportunities to involve ourselves in school activities.
* We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing board and agreed with the head of school/headteacher.
* We will consider seriously our individual and collective needs for training and development, and will undertake relevant training.
* We will strive to work as a team in which constructive working relationships are actively promoted.
* We will express views openly, courteously and respectfully in all our communications with other governors.
* We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
* We are prepared to answer queries from other directors/governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
* We will seek to develop effective working relationships with the head of school/headteacher, staff and parents, the local authority, other relevant agencies and the community.

**Confidentiality**

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

**Conflicts of interest**

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

**Breach of this code of conduct**

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

**The JMAT Annual Governance Schedule** prompts visits at specific points throughout the academic year and provides a guide to governor visits.

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| **AUTUMN TERM 1 - Standard Agenda Items** |
| **STRATEGIC LEADERSHIP*** Reviewing the School’s Vision and Strategy for Improvement
* Overview of Self-Evaluation – Educational outcomes/end of year data/results/ASP/ external review/ data (coming year) & key areas of focus for the term and future
* Assurance Register
* DEM Outcome Report
* Approval of DEP/SIP & key areas of focus
 |
| **ACCOUNTABILITY FOR EDUCATIONAL PERFORMANCE*** Staffing /HR update
 |
| **ACCOUNTABILITY FOR FINANCIAL PERFORMANCE*** Budget Outturn Report (previous year) / Current Year forecast
* Approval of Revised Pay Policy
* Changes to the Academies Financial Handbook
* Review the effectiveness of financial management
 |
| **COMPLIANCE WITH STATUTORY AND OTHER CONTRACTUAL REQUIREMENTS*** Consultation Admission Arrangements
* Term Dates to be approved (next academic year)
* Safeguarding – Annual Report (DW)
* Termly Safeguarding Report for Summer Term 2020
 |
| **EFFECTIVE GOVERNANCE*** Appointment of Chair and Vice Chair positions
* Review of LGB membership and update GIAS
* Enquiry Visit Reports to be shared including Chair’s report
* Register of Interest – to be completed annually
* Policy review – Safeguarding and Governance
* Share Directors Minutes – Spring Term
* Annual review of Skills Audit
* Share governor enquiry visit reports
* Governors to consider the impact/effectiveness of the meeting
 |
| **AUTUMN TERM 2 - Standard Agenda Items** |
| **STRATEGIC LEADERSHIP*** Understanding the Trust Board Vision and Improvement Plan

**ACCOUNTABILITY FOR EDUCATIONAL PERFORMANCE*** Arrangements for Assessment
* Staffing /HR update
 |
| **ACCOUNTABILITY FOR FINANCIAL PERFORMANCE*** Budget Update (previous year)
* Approval of New Budget
* Review and Impact of Pupil Premium
* Review and Impact PE and Sports Premium
* Land and Collection Tool (submission by November) - 1 of 5 returns – completed by the Trust
* Academies Accounts Direction (previous year) - Submission by end of December – completed by Trust
* Condition Improvement Fund
* Review the effectiveness of financial management
 |
| **COMPLIANCE WITH STATUTORY AND OTHER CONTRACTUAL REQUIREMENTS*** Updating the GIAS Portal
* Updating governance info on schools website inc. publishing admission arrangements (also share with LA)
* Health and Safety audit/changes
* Monitoring of accidents and incidents in school
 |
| **EFFECTIVE GOVERNANCE*** Share governor enquiry visit reports
* Governors to consider the impact/effectiveness of the meeting
 |
| **SPRING TERM - Standard Agenda Items** |
| **STRATEGIC LEADERSHIP*** Assurance Register –Spring Outcomes (current year)
 |
| **ACCOUNTABILITY FOR EDUCATIONAL PERFORMANCE*** Overview of Comparative Educational Outcomes (ASP) and (IDSR)
* Assessment Point 1 Data & key areas of focus
* SEN Information Report – to be reviewed and publish on school website by 1 April
* Update DEP/SIP & key areas of focus for this term and future
* Staffing /HR update
 |
| **ACCOUNTABILITY FOR FINANCIAL PERFORMANCE*** Budget Update
* Submission of Annual Accounts Return (previous year) - Submission by 21 January -2 of 5 returns – completed by the Trust
* Publish Annual Audited Accounts (previous year) – deadline 31 January 2019 - 3 of 5 returns – completed by the Trust
* Review the effectiveness of financial management
 |
| **COMPLIANCE WITH STATUTORY AND OTHER CONTRACTUAL REQUIREMENTS*** Termly Safeguarding Report for Autumn term 2020
* Equalities information & Gender Pay Gap
* Review of Accessibility Plan
* Review of Asbestos Management Assurance Process
 |
| **EFFECTIVE GOVERNANCE*** Share governor enquiry visit reports
* Share Directors Minutes – Summer Term
* Governors to consider the impact/effectiveness of the meeting
 |
| **SUMMER TERM 1 - Standard Agenda Items** |
| **STRATEGIC LEADERSHIP****ACCOUNTABILITY FOR EDUCATIONAL PERFORMANCE*** Assessment Point Data & key areas of focus
* Staffing /HR update
 |
| **ACCOUNTABILITY FOR FINANCIAL PERFORMANCE*** Approval of Budget / Update
* Impact of Pupil Premium
* Impact of PE and Sports Premium – Finance and Impact
* Budget Forecast Return Outturn (BFRO) previous year
 |
| **COMPLIANCE WITH STATUTORY AND OTHER CONTRACTUAL REQUIREMENTS*** Designated teacher for looked after and previously looked after children
* Premises / Health and Safety
* Monitoring of accidents and incidents in school
 |
| **EFFECTIVE GOVERNANCE*** Share governor enquiry visit reports
* Share Directors Minutes – Autumn Term
* Review the effectiveness of governance arrangements - Self-Evaluation Tool
* Review LGB membership and succession planning
* Review arrangements for the Appraisal of the HT/Executive Leader
* Governors to consider the impact/effectiveness of the meeting
 |
| **SUMMER TERM 2 - Standard Agenda Items** |
| **STRATEGIC LEADERSHIP****ACCOUNTABILITY FOR EDUCATIONAL PERFORMANCE*** Assessment Point 4 and End of Year Data & key areas of focus
* Update on DEP/SIP & key areas of focus for this term and future
* Attendance - review of current year
* Staffing /HR update
 |
| **ACCOUNTABILITY FOR FINANCIAL PERFORMANCE*** Budget Forecast Return (BFR) (current year) - 5 of 5 returns – completed by the Trust
* Assurance Register (summer review)
* Review the effectiveness of financial management
 |
| **COMPLIANCE WITH STATUTORY AND OTHER CONTRACTUAL REQUIREMENTS*** Termly Safeguarding report for Spring term
* Changes to SEN
* Updating the governance information on the Trust website
* Academies Financial Handbook – updates
 |
| **EFFECTIVE GOVERNANCE*** Share governor enquiry visit reports
* Develop specific Governor Action Plan linked to DEP/SIP (working party)
* Governors to consider the impact/effectiveness of the meeting
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**Suggested Link Governor Visits – aligned with Agenda items.**

**GOVERNOR ENQUIRY VISIT SCHEDULE**

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| --- | --- | --- | --- | --- |
| **OCTOBER VISITS** | **JANUARY VISITS** | **APRIL VISITS** | **MAY VISTS** | **JUNE VISITS** |
| Finance - report to LGB Autumn 2 | SEN – report to LGB Spring | Finance - report to LGB Summer 1 | SEN – report to LGB Summer 2 | Mental Health and Wellbeing - report to LGB Autumn 1 |
| PE/PP - report to LGB Autumn 2 | Safeguarding – report to LGB Spring | PE/PP - report to LGB Summer 1 | Safeguarding – report to LGB Summer 2 | Health and Safety - report to LGB Autumn 1 |
| LAC - report to LGB Autumn 2 | Data – report to LGB Spring | LAC - report to LGB Summer 1 | Curriculum – report to LGB Summer 2 | Curriculum - report to LGB Autumn 1 |
| Curriculum - report to LGB Autumn 2 | Curriculum – report to LGB Spring | Marketing and Communication (Website) – report to LGB Summer 1 |  |  |
|  |  | Curriculum – report to LGB Summer 1 |  |  |