



Willow Tree Academy Trust Board

SCHEME OF DELEGATION

Adopted by the Trust board Autumn Term 2019

The status of our scheme of delegation

Our scheme of delegation is reviewed annually and, as the multi-academy trust grows, we know it must be fit for purpose which means it demonstrates clearly the lines of accountability. This is the third scheme of delegation for Willow Tree Academy (WTA).

Structure of this scheme

While schemes of delegation will vary from trust to trust depending on size, structure and geographical spread, we follow a set of basic principles; in order to clarify decision making and lines of accountability in a simple, succinct and clear format. This model includes:

- A structure diagram which shows the layers of governance and lines of accountability
- A short paragraph of text which describes the structure
- Detailed narrative on roles and responsibilities
- A grid format, with columns for each layer of governance which enables stakeholders to quickly determine who is responsible for each strategic decision within the trust. The grid is in four key areas to reflect both the governance framework and the three core functions of the governing board:
 1. The governance framework:
 - a. People
 - b. Systems and structures
 - c. Reporting
 2. Being strategic
 3. Holding to account
 4. Ensuring financial probity

Arrangements for Review of this scheme

It is our intention that our Scheme of Delegation does not contain complicated legal terminology. It is intended to be a working document that the Trust board and the CEO will revise and adapt in response to changing context and circumstances in our academy schools, particularly as new schools join the Trust.

As Willow Tree Academy matures and grows, the workings of the MA, both in terms of governance and management are likely to change. The SoD will be reviewed annually, with changes made as the context changes. All involved in governance will be made aware of

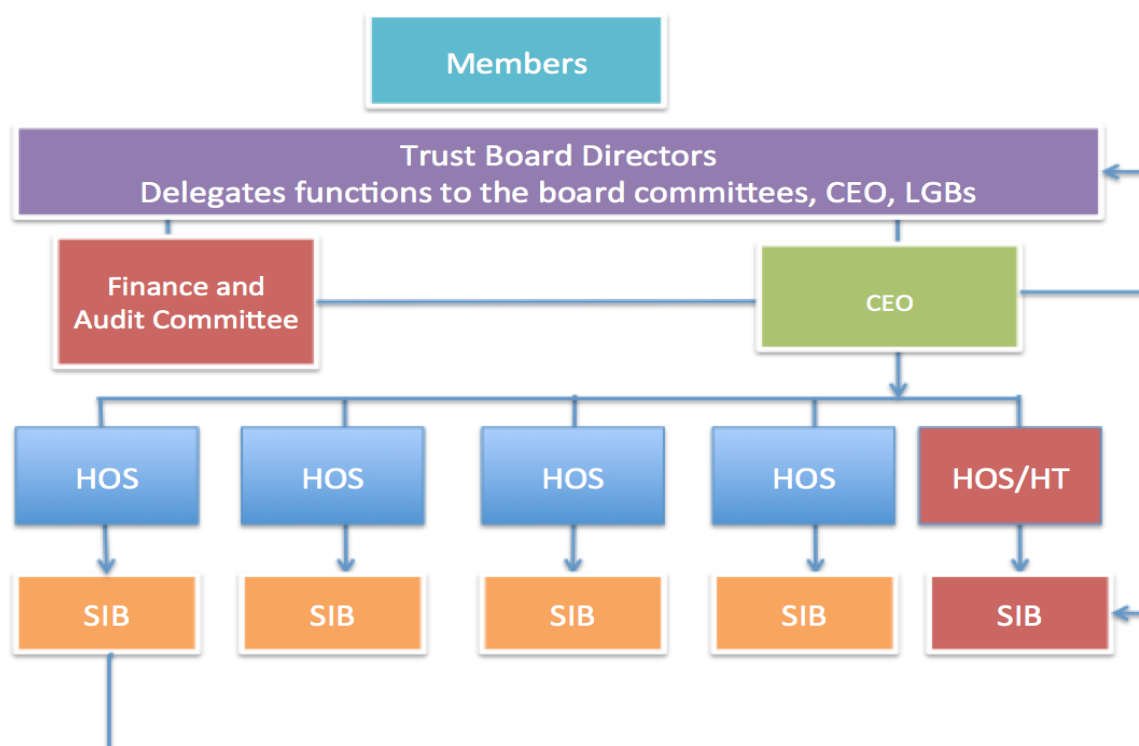
any changes and what these mean in practice as they arise, where appropriate, after consultation with Local Governing Bodies.

In the Summer Term 2018, we evaluated the functions of the LGBs, took advice, views and opinions from governors and decided to develop School Improvement Boards (SIBs) in our schools, these replaced the LGBs. Draft terms of reference for the SIBs were written (see Appendix 1), leading to consultation, discussion and some revisions.

At Willow Tree Academy our scheme of delegation will:

- Promote a culture of honesty and accountability
- Ensure the executive leadership is clear about which decisions the trust board remain in control of
- Identify responsibility for the appointment and performance management of the CEO, and other senior school leaders
- Ensure that the role of the executive leadership is fully understood throughout the MAT
- Identify responsibility for policy and practice in each academy school
- Identify responsibility for oversight of educational performance in each academy school
- Identify responsibility for oversight of each academy school's budget
- Identify responsibility for assessment of risk in each academy school

Delegation to School Improvement Boards and Trust Committees



Governance structure and lines of accountability

- The board of trustees has overall responsibility for the three core governance functions.
- The board of trustees appoint the chief executive (CEO), to whom it delegates responsibility for delivery of its vision and strategy, and will hold the CEO to account for the conduct and performance of the trust, including the performance of the schools within the trust, and for its financial management.
- In turn, the CEO line manages other senior executives and the academy leaders i.e. Heads of School, setting their targets and performance managing them.
- The board constitutes a committee for finance and audit purposes; this looks in detail at the procurement of resources, financial management and scrutiny of the academy schools finances, ensures an oversight of the trust financial responsibilities and that they are met.
- Whilst overall responsibility for standards and school improvement rests with the Trust board, at present this has been dealt with by the LGBs and the work of the CEO. As the MAT has grown it is timely, from September 2018, to introduce School Improvement Boards.
- Responsibility for the Progress and Attainment across the trust is delegated via the CEO to the Heads of Schools. However, the CEO retains ultimate responsibility and accountability.
- The board delegates most of its school level functions to the academy school's Local Governing Bodies now SIBs, and uses these SIBs to promote stakeholder engagement and as a point of consultation and representation. Trustees do not necessarily sit on SIBs and so lines of communication to the board of trustees are clearly established through the CEO and all minutes of SIB meetings being received and scrutinised by the Board. 2018/19 has seen the introduction to strengthen this through Clerk's reports to the Trust Board.
- As the Heads of School are being line managed by the CEO, the SIB no longer carries out the governance function of holding the Head(s) of School to account for their personal professional performance (*through formal Appraisal*). However, the SIBs must be confident that the Trust's performance management systems are working well, and if not, how they can make the trust aware of their concerns. This arrangement may also affect the SIB's role in Ofsted inspections.

Roles and responsibilities

The role of the members

The members of the Trust are guardians of the governance of the trust and as such have a different status to trustees. Originally they will have been the signatories to the memorandum of association and will have agreed the Trust's first articles of association (the legal document which outlines the governance structure and how the trust will operate). The articles of association will also describe how members are recruited and replaced, and how many of the trustees /directors the members can appoint to the trust board. The members appoint trustees /directors to ensure that the trust's charitable object is carried out and so must be able to remove trustees/directors if they fail to fulfil this responsibility. Accordingly, the Trust board submits an annual report on the performance of the trust to the members.

Members are also responsible for approving any amendments made to the trust's articles of association.

At present, WTA has three members, which may be reviewed from time to time. While members are permitted to be appointed as trustees, in order to retain a degree of separation of powers between the members and the trust board, and in line with DfE expectations, WTA has determined that only the Chair of the Board will also be a Member to ensure efficient two way communication. Members are not permitted to be employees of the academy trust.

The role of the trustees/directors

1.

The MAT is a charitable company and so trustees are both charity trustees (within the terms of section 177(1) of the Charities Act 2011) and company directors. Because trustees are bound by both charity and company law, the terms 'trustees' and 'directors' are often used interchangeably.

The trustees/directors are responsible for the general control and management of the administration of the trust, and in accordance with the provisions set out in the memorandum and articles of association and its funding agreement. The Trust is legally responsible and accountable for all statutory functions, for the performance of all schools within the trust, and has approved this written scheme of delegation of financial powers that maintains robust internal control arrangements. In addition the Trust must carry out the three core governance functions:

1. Ensure clarity of vision, ethos and strategic direction
2. Hold the executive to account for the educational performance of the trust's schools and their pupils, and the performance management of staff
3. Oversee the financial performance of the trust and make sure its money is well spent

2. The board of trustees/directors has the right to review and adapt its governance structure at any time which includes removing delegation or adopting a revised structure if a need arises.

The role of trust board committees

The trustees/directors may establish trust board committees (eg Finance/audit) to carry out some of its governance functions which may include making decisions, although any decisions made will be deemed decisions of the Trust board. The membership will be at least three trustees and responsibilities of trust board committees are set out in the committee's terms of reference. The trust board will appoint trust board committee chairs and committee members according to their skills.

The role of the Chief Executive Officer (CEO)

The CEO has the delegated responsibility for the operation of the Trust including the performance of the Trust's academies (schools) and so the CEO performance manages the academy Heads of School.

The CEO is the accounting officer so has overall responsibility for the operation of the Academy Trust's financial responsibilities and must ensure that the organisation is run with financial effectiveness and stability; avoiding waste and securing value for money.

The CEO leads the senior leadership team of the Willow Tree Academy trust (WTASLT). The CEO will delegate executive management functions to the SLT and is accountable to the Trust board for the performance of the senior leadership team.

The role of the School Improvement Board

The trust board will establish School Improvement Board (SIB) to carry out some of its school level functions. Trustees are not required to sit on SIB but may do so if the Trust determines this would be helpful.

Make-up and operation of the SIB:

- The trustees will formally appoint the chair of the SIB, following a recommendation from the SIB, taking into account the knowledge, skills and experience of the SIB nomination.
- Each SIB shall have at least 9 members made up of a minimum of 2 parent/carers governors elected by the parent/carers of pupils attending the school, and 1 staff governor elected by staff employed at the school. Other additional governors will be co-opted by the SIB or appointed by the Directors, including at the request of the Secretary of State. The Head of School will always be co-opted to the SIB. Including the EHT/CEO, the total number of persons employed by the WTA on the SIB will not exceed *one third* of the total number of persons on the SIB.
- The quorum for meetings of the SIB will be one third of the current members providing this includes at least 1 non-employed member.
- WTA Directors shall also be entitled to serve on the SIB and will be counted in the quorum and would have voting rights
- All members of the SIB shall give a written declaration of eligibility and good conduct using the format included in the WTA Governor Induction Policy. Those making appointments to the SIB will take all necessary steps to ensure that the SIB has an appropriate balance of knowledge, skills and experience and is representative of the community the school serves.
- The SIB shall make arrangements for the election of parent/carers or staff governors. Any contested elections shall be held by secret ballot. Where no nominations are received the SIB will invite a parent/carers of a school-aged pupil to be a member of the SIB.
- With the exception of CEO and Head of School, who will remain members of the SIB unless ceasing to be employed by WTA, the term of office for any member of the SIB shall be four years, subject to remaining eligible to be a particular type of member. Any person may be re-appointed or re-elected to the SIB.

- A person serving on the SIB shall cease to hold office if he/she resigns by notice to the SIB; the Directors remove him/her at any time; or, he/she is removed by a two thirds majority of the members of the SIB present and voting at a meeting. (*The grounds for removal may include but not be limited to incompetence, misconduct or bringing the WTA into disrepute.*) Any member of the LGB suspended from duty will also be suspended from the SIB.
- The same eligibility requirements as apply to Directors shall apply to members of the SIB. (*See WTA Induction Policy*) Any member of the SIB who shall cease to be eligible shall be deemed to have resigned with immediate effect.

Delegated functions will include:

- Building an understanding of how the school is led and managed
- Monitoring whether the school is:
 - Working within agreed policies
 - Is meeting the agreed targets for improvement
 - Teaching and Learning is at least good
- Engaging with stakeholders
- Being a point of consultation and representation on all school matters
- Receive reports, ask challenging questions and alert the Trust Board of any concerns

As of September 2018 school finance will be the responsibility of the Finance and Audit committee, this is to enable a greater capacity for the Four Cs of Best Value, Challenge, Compare, Consult and Compete. SIBs are a committee appointed by the board, and so delegation can be removed at any time. Where 'good and outstanding' schools are fully functioning and successful there will be a 'light touch' approach to the school's autonomy. If a school, at any level, becomes a 'school of concern' the trust will intervene to ensure appropriate support is in place and reserve the right to remove the SIB and/ or functions delegated to it.

The role of the Head of School

The Head of School/Headteacher is responsible for the day to day management and leadership of the school, especially in the areas of teaching and learning, assessment and curriculum.

The Head of School is line managed by the CEO but reports to the SIB on matters which have been delegated to it.

The Head of School will carry out the appraisal of all staff and delegate this to experienced members of the SLT. The CEO will appraise all Heads of School and any staff that are deemed necessary.

How key decision-making is delegated in Willow Tree Academy and its schools

Key to the table on the following pages:

Column 1: Members

Column 2: Board of trustees of the multi academy trust

Column 3: Trust board finance/audit committee

Column 4: Trust board standards committee *(if subsequently constituted)*

Column 5: Executive headteacher (CEO)

Column 6: School Improvement Board

Column 7: Heads of School

NB: Functions within the dark blue box cannot be legally carried out at this level

✓ Action to be undertaken at this level

✓ Action to be undertaken at this level

A Provide advice and support to those accountable for decision-making

< > Direction of advice and support

| Area | Decision | Delegation | | | | | | |
|------------------------|---|------------|-------------|----------------------|------------------------|-----|-----|--------|
| | | Members | Trust Board | TB Finance Committee | TB Standards Committee | CEO | SIB | HoS/HT |
| Governance framework | | | | | | | | |
| People | Members: Appoint/Remove | ✓ | | | | | | |
| | Trustees: Appoint/Remove | ✓ | ✓ | | | | | |
| | Role descriptions for members | ✓ | | | | | | |
| | Role descriptions for trustees/chair/ specific roles/committee/SIB members: agree | | ✓ | | | <A | <A | |
| | - Trust Board Committee members: appoint and remove - SIB members: elected/appointed | | ✓ ✓ | | | | ✓ | |
| | Trust board committee chairs: appoint and remove | | ✓ | | | <A | | |
| | SIB chairs: appoint and remove | | ✓ | | | <A | <A | |
| | Clerk to board: appoint and remove | | ✓ | | | | <A | |
| | Clerk to trust board committee/SIB: appoint and remove | | ✓ | | | ✓ | <A | |
| Systems and structures | Articles of association: review and agree | ✓ | <A | | | <A | | |
| | Governance structure (committees) for the trust: establish and review annually | | ✓ | | | <A | | |
| | Terms of reference for trust board committees and scheme of delegation for SIBs: agree annually | | ✓ | | | <A | <A | |
| | Skills audit: complete and recruit to fill gaps | | ✓ | | | <A> | ✓ | |

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|------------------------|---|---|---|-------|--|-----|-----|-----|
| Systems and structures | Self-review of WTA board & trust board committees: complete annually (see Trustees EFA report) | | ✓ | | | | | |
| | Self-review of SIBs: complete annually | | | | | | ✓ | |
| | Chair's performance: carry out 360 review periodically | | ✓ | | | | ✓ | |
| | Trustee /SIB member contribution: review annually | | ✓ | | | | ✓ | |
| | Succession: plan | | ✓ | | | <A> | ✓ | <A> |
| | Annual schedule of business for Trust Board and Trust board committee(s): agree | | ✓ | <A> | | <A> | | |
| | Annual schedule of business for SIB: agree | | ✓ | | | <A> | ✓ | <A> |
| Reporting | | | | | | | | |
| Reporting | <ul style="list-style-type: none"> - Publication on trust websites of all required details on governance arrangements: ensure - Publication on school websites of all required details on governance and other arrangements | | ✓ | ✓ <A> | | <A> | ✓ | |
| | Annual report on performance of the trust: submit to members and publish. Members receive. | ✓ | ✓ | | | <A> | <A> | |
| | Annual report and accounts including accounting policies, signed statement on regularity, propriety and compliance, incorporating governance statement demonstrating value for money: submit | | ✓ | ✓ | | <A> | | |
| | Annual report on work of SIB: submit to trust and publish | | | ✓ | | | ✓ | <A> |
| Being Strategic | | | | | | | | |
| Being | Determine trust wide policies which reflect the trust's ethos and values (facilitating discussions with unions where appropriate) including: admissions; charging and | | ✓ | ✓ | | <A> | | |

| | | | | | | | | |
|----------------------------|---|--|---|----|--|-----|-----|----|
| | School staffing structure: agree | | | | | ✓ | <A | <A |
| Holding to account | | | | | | | | |
| Holding to account | Auditing and reporting arrangements for matters of compliance (e.g. safeguarding, H&S, employment): agree | | ✓ | ✓ | | <A | | |
| | Reporting arrangements for progress on key priorities: agree | | ✓ | <A | | ✓ | | |
| | Performance management of the Chief Executive Officer: undertake | | ✓ | | | | | |
| | Performance management of academy HoS and HT: undertake | | | | | ✓ | | |
| | Trustee monitoring: agree arrangements | | ✓ | | | <A | | |
| | SIB member monitoring: agree arrangements | | | | | | ✓ | |
| | LGB overall performance monitoring: agree arrangements | | ✓ | | | <A | <A | |
| Ensuring financial probity | | | | | | | | |
| Ensuring financial probity | Chief financial officer for delivery of trusts detailed accounting processes: appoint | | ✓ | <A | | <A | | |
| | Trust's scheme of financial delegation: establish and review | | ✓ | ✓ | | <A | | |
| | School's scheme of financial delegation: establish and review | | | ✓ | | <A> | <A> | ✓ |
| | External auditors' report: receive and respond | | ✓ | <A | | <A> | <A> | ✓ |
| | CEO pay award: agree | | ✓ | | | | | |

| | | | | | | | | |
|--|---|--|---|----|--|----------|----|----|
| | HoS pay award: agree | | | | | ✓ | | |
| | - Staff appraisal procedure: review - Staff pay progression: agree | | ✓ | | | <A A> | ✓ | <A |
| | Benchmarking and trust wide value for money: ensure robustness | | | ✓ | | ✓ | | |
| | Benchmarking school's value for money: ensure robustness | | | A> | | ✓ | A> | ✓ |
| | Develop trust wide procurement strategies and efficiency savings programme | | | ✓ | | ✓ | | |
| | Review and approve trust wide procurement strategies and efficiency savings programme | | | ✓ | | | | |

APPENDIX 1 Terms of Reference of School Improvement Boards

Willow Tree Academy School Improvement Boards (SIB) will be established to be accountable for the improvement of the schools they serve.

The SIB will determine the appropriate standards and targets to be met, monitor and review the achievement of pupils, the quality of teaching and learning, personal development, behaviour and welfare of pupils, leadership and management of teaching and learning.

The proposed **Terms of Reference** are as follows:

- Members of the SIB will hold office for the period of 4 years although members may resign at any time.
- Willow Tree Academy may appoint additional members to the SIB at any time and may remove existing members. The Chair of Willow Tree Academy may attend meetings of every SIB. What would be the criteria for the addition or removal of members? Members would be entitled to know the criteria in order to support effective running of the SIB.
- The SIB will nominate a chair person of the board. Would this position last for a school year with nomination/elections annually?
- The SIB will hold to account the Executive Head Teacher, Head of School and the Senior Leadership Team.
- The SIB may make such arrangements as they see fit for the discharge of their functions by or through any other person(s). The SIB may delegate appropriate powers and authority to the Chair and/or Executive Head Teacher to facilitate decision-making. Would the SIB have the opportunity to establish sub groups beyond the twice a term meeting? Would there be a view on the focus of these from the Trust Board?

- Whilst it is for the SIB to determine the regularity of meetings, it is anticipated that the Board will meet every six weeks/twice a term during term-time, to monitor improvement, and to ensure that the pace is maintained.
- SIB members will commit to attending all meetings, unless due to personal circumstances or work related matters, in which case the Chair will be notified in advance.
- Other attendees at the meeting will be determined by the key areas for improvement and context and may include other members of the Academy's senior team, external expertise, and key providers of support from other schools, as appropriate. This will ensure that all support is integrated and built around the needs of the Academy.
- Where confidential matters are being discussed it will be for the SIB to determine if non- members can be present.
- SIB members will adhere to the Code of Conduct for members of Public Bodies and comply (where applicable) with the latest version of the Academies Financial Handbook.
- The SIB will report to Trust Board. What will be the mechanism for this? Would this be in person at a Trust Board meeting or via minutes?

Duties of the Board

The School Improvement Plan (SIP) will drive progress. This has clear actions, timescales, success driven criteria, and responsibilities, covering the main areas for improvement which have been agreed.

- The SIB will be accountable to Willow Tree Academy Trust Board for the delivery of the SI Plan, and will ensure that high standards of educational improvement are promoted and embedded.
- The Executive Head Teacher/Head of School will determine the appropriate standards and targets to be met and agree this with the SIB.
- The SIB will review, evaluate and approve the development of the SI Plan to meet changing circumstances, and develop a sound basis for school improvement and securing sustainable improvement in the long term.
- The SIB will ensure that sustained progress is delivered to enable the school to maintain or improve its Ofsted judgement.
- The monitor and review cycle will evaluate the quality of teaching and learning and any support that needs to be in place, the impact of this will be reported to the SIB by the SLT on a termly basis.
- The SIB will ensure that strong relationships exist between the school and parents/carers and the community.
- The deployment of staff and resources will be the responsibility of the SIB, where it directly impacts on teaching and learning This could be potentially difficult with the financial duties removed from the SIB. Delays could be added to the smooth running of the SIB where financial issues need to be considered. What mechanisms can be put in place to ensure a speedy resolution to potential issues?
- The personal development, welfare and behaviour of pupils will be the responsibility of the SIB, especially where it directly impacts on teaching and learning,
- The leadership and management of the curriculum and teaching and learning will be a focus for the SIB, the board will report the effectiveness of these to the Trust Board. What would be the mechanism for this?
- Safeguarding will be reported at Trust Board level

In discharging its duties the SIB –

a) will act as Strategic Leaders by:

- Reviewing and approving the Action plans and targets for improvement, timelines, including any amendments or developments as presented by the Executive Head Teacher.
- Ensuring that Action Plans are implemented effectively and targets for school improvement are met.
- Align School Improvement activity and staffing within approved budgets. This could be difficult as financial decision making powers have been removed. (See previous comments)
- Reviewing staffing structures and deployment arrangements. In reality, does the SIB actually have the authority to do this?
- Reviewing and approving the curriculum.
- Receiving reports from other school leaders on progress with specific action plans/aspects for which they have responsibility including SEND, ARR, EYFS, curriculum leads?
- Reviewing the school's leadership and management capacity with regard to teaching and learning and the impact on pupil outcomes.
- Review the operation of the SIB and communications/feedback with parents/community.
- Seek the views of parents and carers annually and ensure effective reporting of pupil progress to parents
- Consider outcomes for pupils and links to performance management; the Executive Head Teacher will make recommendations where necessary to the Trust Board .
- Appointing senior staff and other key personnel, in conjunction with Willow Tree Academy where SLT appointments are concerned.

b) act as Critical Friend to the Academy's leadership by:

- Monitoring the quality of provision and standards of achievement within the school and make comparisons to national data.
 - Monitoring the implementation of Action Plans and the impact upon standards of achievement.
 - Identifying strengths, weaknesses and priorities for development with the senior leadership team.
 - Providing challenge and support to the Executive Head Teacher, Head of School and SLT.
 - Providing challenge and support to Willow Tree Academy.
 - Receive report on use & impact of PE/Sports Funding
 - Receive report on use & impact of Pupil Premium
 - Review external data dashboards and use these to support the understanding of attainment and progress and the success of the school
 - Agree arrangements for annual Parent/Carer survey
- c) hold the Executive Head Teacher and SLT to account, and to be accountable to any interested party for the school's performance by:

- Receiving regular information from the Executive Head Teacher, Head of School and SLT on the performance of the school.
- Review the support provided to implement the School Improvement Plan and build capacity for improvement.
- Implementing the Willow Tree Academy Appraisal Policy and monitoring its implementation. What role does a SIB have in determining pay decisions when financial responsibility removed from SIB?
- Receiving appeals on issues relating to capability and exclusions.



WILLOW TREE ACADEMY – SCHOOL IMPROVEMENT BOARD - MAP OF THE YEAR *updated JULY 2019*

| | | | |
|---------------------|--|--|---|
| EVERY AGENDA | | 1. Accept apologies for absence 2. Receive, but not accept apologies for absence 3. Declaration of personal and business interests | 1. Identify urgent business items for inclusion in AOB 1. Safeguarding update (standing agenda item) |
| TERMLY ITEMS | All SIB 1 SIB 2 | 1. Approve minutes of any meetings held since the last FGB/SIB meeting 1. EHT/HoS's verbal report 1. EHT/HoS's written report including: a. Update on progress and impact of SIP priorities b. Pupil attainment and progress c. Quality of teaching and learning d. Overview of school self-evaluation outcomes e. Update on Learning Community developments (<i>where applicable</i>) f. Report on the progress of NQT induction (<i>where applicable</i>) | SIB 2 1. Receive newsletter update WTA trust board meetings 3 x year – Clerk to compile 1. Clerk to compile Termly Report from CoG/governors to Trust; a. 4/12/18 -19/03/19 – 04/06/19 on any functions exercised by the SIB/Trust behalf (see proforma) b. Include reports following governor visits, summary + action points c. Include reports on training attended & other governor development d. Reported Bullying and Racism incidents e. Report on safeguarding incidents f. Requests to Trust Board, i.e. capital project funding |

| | AUTUMN TERM (Leadership and Management) | SPRING TERM (Personal Development, Behaviour and Welfare) | SUMMER TERM (Teaching and Learning) |
|--------------|---|---|---|
| SIB 1 | <ul style="list-style-type: none"> • VISION AND AIMS OF THE SCHOOL • SCHOOL IMPROVEMENT PLAN/ACTION PLANS, POSITION STATEMENTS AND TIMELINES • ELECTION OF CHAIR AND ROLE OF GOVERNORS IN SI | <ul style="list-style-type: none"> • SCHOOL IMPROVEMENT PLAN – PROGRESS against Priority Four • PARENTS AND COMMUNITY • PARENTS’ EVENING AND EVENTS • SCHOOL WEBSITE GOVERNOR UPDATES | <ul style="list-style-type: none"> • TEACHING AND LEARNING Progress against priorities 1/2/3 • SCHOOL ORGANISATION, STAFFING FOR FOLLOWING YEAR • SAFEGUARDING AUDIT (TO INCLUDE IN REPORT TO PASTORAL LEADER FOR TRUST (4/06/18)) |

| | AUTUMN TERM (Leadership and Management /Pupil Outcomes Previous Year) | SPRING TERM (Teaching and Learning/Pupil Outcomes) | SUMMER TERM (Leadership and Management/ Overall Effectiveness of the School) |
|--------------|---|---|--|
| SIB 2 | <ul style="list-style-type: none"> • PERFORMANCE AND DATA REPORT • DISCUSS EHT’S REVIEW/ HoS REPORT • ANALYSIS OF PUPIL PERFORMANCE OUTCOMES/TARGET SETTING • REVIEW FFT/OFSTED INSPECTION DATA DASHBOARDS <i>(IF AVAILABLE AT TIME OF THE MEETING)</i> | <ul style="list-style-type: none"> • DATA REPORT AGAINST SIP PRIORITIES (TEACHER ASSESSMENT against targets) • EHT/HoS REPORT • REPORTS FROM OTHER SCHOOL LEADERS ON PROGRESS WITH SPECIFIC ACTION PLANS/ASPECTS FOR WHICH THEY HAVE RESPONSIBILITY INCLUDING SEND, EYFS | <ul style="list-style-type: none"> <input type="checkbox"/> SCHOOL SELF-EVALUATION <input type="checkbox"/> EARLY TEST OUTCOMES <input type="checkbox"/> INDIVIDUAL GOVS JOINT INPUT INTO SIP FOR FOLLOWING YEAR <input type="checkbox"/> EHT/HoS REPORT |

Please note below to further strengthen communication across Willow Tree Academy

Report from SIB to Trust Board - Clerk to compile

- 4/12/18 - 19/03/19 – 04/06/19 on any functions exercised by the SIB on behalf of the Trust (see proforma)
- To include reports following governor visits, summary + action points
- To include reports on training attended & other governor development
- To include report any Bullying and Racism incidents
- Safeguarding incidents and audit

*This is also the conduit for requests for additional funding regarding use of top slice i.e. refurbishment via CEO/EHT

Finance and Audit Committee to report to SIBs/Trust Board following each meeting unless confidential items.

Membership of F & A Committee includes CFO/TBM/SBMS + 3 Directors (including CEO/EHT delegated responsibilities)

- Portfolio of Services
- School Budget and School Finance
- Charges and Remissions
- Health and Safety (reports from individual Site Managers)
- Appraisal Performance Related Pay (delegated CEO/EHT)

Communication from Trust Board to the SIBs

- Chair of Trust, CEO/EHT, HoS, WTASLT

| | HJS | GPS | RPS | RJI | Trust Board | Finance and Audit |
|-------------|----------|----------|--------------|----------|--------------|-------------------|
| 1 | 01/10/19 | 03/10/19 | 17/10/19 | 10/10/19 | 1 22/10/19 | 08/10/19 |
| 2 HT REPORT | 12/11/19 | 14/11/19 | 21/11/19 | 28/11/19 | | 26/11/19 |
| 3 | 14/01/20 | 16/01/20 | 30/01/20 | 05/02/20 | AGM 28/01/20 | 21/01/20 |
| 4 HT REPORT | 03/03/20 | 12/03/20 | 19/03/20 | 26/03/20 | 2 17/03/20 | 10/03/20 |
| 5 | 28/04/20 | 30/04/20 | 06/05/20 WED | 21/05/20 | 3 02/06/20 | 19/05/20 |
| 6 HT REPORT | 09/06/20 | 18/06/20 | 25/06/20 | 02/07/20 | | 07/07/20 |