

Engage Enrich Excel Academies

Summary of the Multi Academy Governance and Strategic Leadership Structures

Engage Enrich Excel Academies aims to develop a creative organisation routed in the highest quality experiences and learning opportunities for children, parents, and staff.

Engage Enrich Excel Academies aim is to build an organisation that is supportive, challenging and innovative. Schools within the trust will benefit from high quality leadership and governance.

Engage Enrich Excel Academies aims to work with 'like-minded' professionals that are ambitious, driven and continually evaluating their practice within school communities.

Setting the scene

On 1st December 2014 Ravenscote Junior School converted to become an academy, and as an organisation it was decided that RJS would establish a Multi Academy Trust.

In May 2014 the governors of RJS published a strategic document detailing what we wanted Ravenscote to achieve over the next 3 to 5 years. The 5 key outcomes are as follows:

- **To become a premier primary school, recognised locally, nationally and internationally.**
- **To provide outstanding experiences for all children in the local community.**
- **For parents to be integrated in their children's learning experience.**
- **To develop outstanding teachers & leaders of primary education.**
- **For all pupils to achieve above average progress in an inclusive learning environment.**

To achieve our goals we consulted on becoming an academy and following this period we applied to become an academy and set up the company **Engage Enrich Excel Academies**.

Our aim is to create a Multi Academy Trust (MAT) that enables every school to foster the hopes of dreams of the children within our learning community. Within the Trust each school will retain their budgets and power of how to spend it, this will enable schools to retain their uniqueness. Schools will make an annual contribution to the trust. Engage Enrich Excel Academies believe that cross-school collaboration will enable the MAT to succeed and enable pupils to thrive.

Governance Structure

Our governance structure has been approved by the DFE. There are three key roles to enable the trust to move forward strategically and to achieve our mission which is:

Engage Enrich Excel Academies aims to promote and preserve the unique character and identity of each school, while sharing innovation and creativity in teaching.

We believe at Engage Enrich Excel Academies that **every child has the right to go to an outstanding school**. As a trust we aim to work in partnership with schools to help them on their journey to become and/ or maintain outstanding status.

The three key elements of the Trust governance structure support this priority:



All three complimentary elements are equally important:

- The members are like shareholders whose role is to ensure the values and principles of the Trust are never compromised.
- The Directors of the MAT are responsible for the strategic development and growth of the Trust.
- The Local Governing Bodies(LGB) are responsible for holding the individual school leaders to account and developing/ maintain the standards of teaching and learning.

Engage Enrich Excel Academies recognise that every school has a key role to play and the Directors will aim to develop the MAT so that **Head teachers and Leaders of Learning** can constantly be highly focused on teaching, innovation and pupil progress.

Trust Members

Members		
Bob Rehill	Keith Smith (temporary)	Steve Barker

Bob Rehill will also be the link to the Members as Chair of Directors. Steve Barker has vast experience of governance and is currently the Chair of Governors of two local schools, as well as being the Head of Governance Consultancy, Babcock. Steve is a National Leader of Governance (NLG) and we are delighted to have secured him as a Member of our MAT. Steve is one of only 288 NLGs in the country.

The members of our MAT are like shareholders, they offer an independent viewpoint. Initially we will have 3 members and Keith Smith will be a temporary member as we continue to find an individual with the necessary skill set for being a Member.

Trust Directors

The Directors are the people responsible for the strategic development of our company. Initially we will have 5 Directors and we are lucky enough to have a great business skill set on our governing body that has enabled us to match key business skills to the requirements of the organisation.

Director	Roles and skill set
Bob Rehill	Chair of Directors, Management Consultant
Keith Smith	Bid Manager, Chair of Governors LGB RJS
Jo Brill	Business Coach
David Harris	Head teacher, National Leader of Education, Lead Inspector, CEO and Accounting Officer
Tom Li	Solicitor

We believe that as our MAT progresses we have Directors that will safeguard our vision but also be independent to review schools that wish to join our MAT. We believe we have real strength in depth to prepare us for the challenges ahead.

Responsibility of Roles:

Members:

- The key role of the members is to ensure the integrity of the trust and that the strategic direction aligns with the values of the organisation.
- The member role is to hold the directors to account and if necessary appoint up to two directors. Members may choose to do this if they have any concerns about the strategic direction/ influence of the trust.
- Members will attend an AGM in December but will receive a termly communication to enable them to be clear how the organisation is developing.
- A standard question for members will focus on how the directors are safeguarding the 'uniqueness' of each individual school.

Directors:

- A key function of the directors is to drive the strategy of the trust. A key element of this will be assessing schools wishing to become part of the trust – central to this will be a schools values and the Directors may commission an analysis of the schools finances and make judgements based on the Key Performance Indicators (KPI's). The directors will ensure this process is transparent and fair and involves the school wishing to join.
- The total number of directors at set up is 5, the number of directors is not limited to a maximum (the minimum is 3) and parents governors will generally sit on the LGB's unless they have a skill set to enhance the directors.
- The Directors can appoint additional directors but these must be skills based. A school joining the trust will not automatically be given a place on the director's board. This will be discussed on an individual basis depending on the outcomes of the initial KPI analysis.
- The number of directors, including the CEO, who are employees shall not exceed one third of the total number of directors. A term of office for a director is 4 years. Directors shall appoint the CEO and head teachers of the academies, when vacancies arise. The existing CEO will remain the trust CEO whilst they are in office. If the CEO leaves the trust the directors will appoint a new CEO.
- There will be a minimum of 3 meetings a year.

- The Directors will annually review the delegated powers/ functions given to LGB's.
- The Directors of Engage Enrich Excel Academies recognises that for the organisation to be successful and sustainable each school will need to contribute to the strategic direction of their school and the trust.
- Key contributions will involve leadership development, sharing of excellence in teaching, retaining high quality teachers, building system capacity across the trust, develop and release talent across the trust.

Local Governing Body (LGB)

The LGB of each school that joins the trust will still be responsible for helping to drive progress and attainment.

The LGB's of other schools within the trust can decide the size of their LGB. Each LGB will have 3 key areas that need to lead within their school:

- Learning & Children
- Buildings & Finance
- Personnel

Key areas of responsibility for the LGBs:

- To determine the teaching and learning approach that enables the school to be successful – to maintain and develop the uniqueness of the LGB's school.
- Responsibility for recruitment and retention of staff to the school. Any senior positions, for example Headteacher, Deputy need to be ratified by the Directors.
- Education Funding Agency (EFA) bids.
- Own Admission authority.
- Manage own budget and set budget, determine priority expenditure and how it links in with the School Development Plan.
- To hold the Head teacher to account for the strategic running of the school- marketing, Continued Professional Development, Key Performance Indicators.
- Links with parents.
- Monitoring of the school, sharp focus on teaching and learning.

LGBs will operate in a similar way to governing bodies but they will receive advice and support from the trust. For example, the trust will source and appoint experienced and up to date external advisors to assist school leaders in their continued pursuit of excellence. The directors, on behalf of the trust, have the power to intervene if concerns are raised with the schools Key Performance Indicators.

Each school and their LGB will have to report to the Directors termly on **Key Performance Indicators (KPI's)**.

Key Performance Indicators

The four key KPI's are:

- **Staff Development and school leadership**

This KPI focuses on our key asset and ensures that the trust is continually producing 'Future Leaders' and building system wide capacity.

- **Ofsted Status – headlines from Self Evaluation**

As a pro-active organisation we recognise the importance of inspection and all schools will be prepared for inspection

- **Quality of Learning and Teaching**

All schools will regularly report and analyse progress and attainment and combine data with a dashboard that analyses the quality of provision.

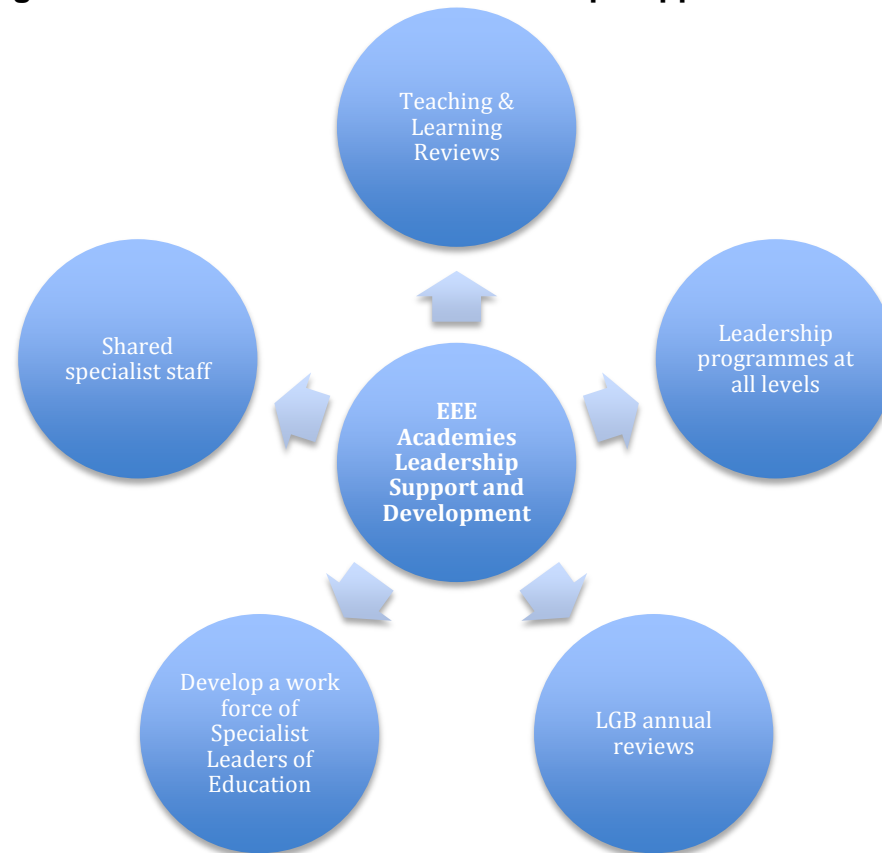
- **Financial Security**

All schools will benefit from strategic financial planning to ensure they provide children within the trust with the best resources and facilities. Regular budget reviews and reporting will ensure financial sustainability. All developments will be linked to effective school development planning.

The KPI's provide clear information about the success of schools within the Trust. If at anytime one school encountered difficulties the directors would be able to provide support and intervene to ensure challenges are overcome. All KPI's have different levels which illustrate a school's status within the Trust.

As an organisation we aim to be pro-active and not re-active, hence the KPI's. Schools that meet the minimum KPI assessment of 2+ in all areas would be able to help contribute to the development of the trust. For example, if a school was graded good, and finances were secure the trust would work with the leadership to draw up a plan to gain outstanding status.

Engage Enrich Excel Academies Leadership Support and Development



As part of the Trusts wide quality assurance strategy, all schools will be involved in the following processes:

- **Teaching and learning reviews** – for example, if there are 3 schools in the trust each term one school will have an in-depth teaching and learning review that will be seen as part of their self-evaluation. This will also develop headship capacity and professional development, as well as sharing the uniqueness of each setting, enabling individual heads to reflect upon their own setting.
- **Develop a work force of Specialist Leaders of Education** – these subject specialists will help advise and drive curriculum subjects.
- **Leadership programmes at all levels** – Improving Teacher Programme(ITP)/ Outstanding Teacher Programme(OTP)/ National Professional Qualification for Middle Leadership(NPQML)/ National Professional Qualification for Senior Leadership(NPQSL) / National Professional Qualification for Headship(NPQH)/ Specialist Leaders of Education(SLE's)/ Coaching
- **LGB annual reviews** – how effective is governance, opportunities to share and observe other LGBs
- **Shared specialist staff**, e.g. Modern Foreign Languages(MFL) / Music/ Physical Education – the trust can employ a full time staff member and they may go across 2 or more schools

Summary

- As an organisation we are at the beginning of our development and welcome discussions with all schools to develop your understanding of who we are and what we are building.