

Multi Academy Trust Board Self Review



Governance Review of Accountability, Support and Progress (GRASP)

This document is for use by Trust Boards to record and collate evidence of how effective and efficient they evaluate their governance. The purpose is to demonstrate through **evidence** based examples, how strong and effective governance supports the successful outcomes of all pupils and drives school improvement across the MAT. Trust Boards should undertake an annual self review to monitor the **impact** they are having and this GRASP document should be regularly updated.

Ofsted Categories: 1. Outstanding 2. Good 3.Requires improvement 4. Inadequate

| | Criteria/Characteristics | Evidence to support evaluation | Action required to strengthen and improve governance (include dates) | Grade |
|----|---|----------------------------------|--|----------------------------------|
| 1. | <p>As trustees, do we have the skills and capacity to make a difference?</p> <p>a) When did we last complete a skills audit of the Board and do we possess the necessary skills and expertise, including trustees with independent oversight to lead the Trust?</p> <p>b) Do we undertake regular training so that we are up to date and informed?</p> <p>c) Do we plan for the future and manage succession for key positions?</p> | <p>(a)</p> <p>(b)</p> <p>(c)</p> | <p>(a)</p> <p>(b)</p> <p>(c)</p> | <p>(a)</p> <p>(b)</p> <p>(c)</p> |
| 2. | <p>Are we as effective as we could be to drive school improvement?</p> <p>a) Do we monitor the activities of Local Governing Bodies and ensure the Scheme of Delegation is both relevant and applied?</p> | <p>(a)</p> <p>(b)</p> | <p>(a)</p> <p>(b)</p> | <p>(a)</p> <p>(b)</p> |

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| | <p>b) Do we receive comparative performance data from each school in the MAT to rigorously assess academic performance?</p> <p>c) Are there appropriate processes in place to support less well performing schools in the MAT?</p> | (c) | (c) | (c) |
| | Criteria/Characteristics | Evidence to support evaluation | Action required to strengthen and improve governance (include dates) | Grade |
| 3. | <p>Do we fulfil our statutory duties?</p> <p>a) Do we have a professional clerk who provides legal guidance and keeps comprehensive records of our meetings?</p> <p>b) Do we understand our responsibilities as Charitable Trustees and as Company Directors, and ensure new Trustees receive appropriate training?</p> <p>c) Do we regularly review policies at both Trust and LGB level as appropriate to monitor compliance and ensure they are up to date?</p> <p>d) Do the school and trust websites publish all statutory information and are they a 'shop window' we can be proud of?</p> <p>e) Do we exercise effective financial control and management in respect of the trust budget - e.g.</p> | <p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>(e)</p> <p>(f)</p> | <p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>(e)</p> | <p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>(e)</p> |

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| | <p>are we compliant with the ESFA's Academies Financial Handbook?</p> <p>f) Do we actively monitor risk, both to the Trust and at LGB level as appropriate?</p> | | (f) | (f) |
| | Criteria/Characteristics | Evidence to support evaluation | Action required to strengthen and improve governance (include dates) | Grade |
| 4. | <p>Do we hold school leaders to account for performance through effective support and challenge?</p> <p>a) How do we contribute to the Trust's self-evaluation and help set the strategic priorities?</p> <p>b) How do we ensure challenging questions are being asked which are focussed on raising standards and outcomes for all learners including vulnerable groups?</p> <p>c) Do we monitor how well our disadvantaged pupils are doing compared with other pupils and how Pupil Premium funding is making a positive impact?</p> <p>d) Do our appraisal and pay policies ensure that staff pay awards, including the Trust Executives, are</p> | <p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> | <p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> | <p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> |

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| | performance related and are linked to school priorities? e) How do we consider the well-being of all staff and how do we ensure teacher workload is reasonable and appropriate? | (e) | (e) | (e) |
| | Criteria/Characteristics | Evidence to support evaluation | Action required to strengthen and improve governance (include dates) | Grade |
| 5. | Do we have a clear focus on school improvement? a) How do we monitor the quality of the teaching, learning and assessment in our schools? b) Do we understand, tabulate and monitor the internal pupil data tracking processes? c) Do we seek external moderation from school improvement advisors (or similar) to ensure we are fully informed? | (a) (b) (c) | (a) (b) (c) | (a) (b) (c) |
| 6. | How do we set high expectations for personal development, behaviour, and welfare? a) How do we ensure pupils' personal development and behaviour and attitudes is consistently monitored both in lessons and around our schools? | (a) (b) | a) (b) | (a) (b) |

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| | <p>b) Do we promote the highest standards of ‘safeguarding’ to consistently ensure the safety and welfare of children and young people at all times?</p> <p>c) How do we ensure our schools are promoting British values and that our children are growing up as responsible and respectful young citizens?</p> | (c) | (c) | (c) |
| | Criteria/Characteristics | Evidence to support evaluation | Action required to strengthen and improve governance (include dates) | Grade |
| 7. | <p>Are we ambitious for every child; is the curriculum meeting the needs of all of our pupils especially those who are most vulnerable?</p> <p>a) Does the curriculum (intent, implementation and impact) ensure that every pupil gets the very best education and does it prepare them for the opportunities, responsibilities and experiences of life in modern Britain?</p> <p>b) How do we engage with key stakeholders including the Trust members to communicate the trust’s vision, values and ethos?</p> | <p>(a)</p> <p>(b)</p> | <p>(a)</p> <p>(b)</p> | <p>(a)</p> <p>(b)</p> |
| 8. | Are there positive relationship between trustees and school leaders? | | | |

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| | <p>a) Do we maintain trust, openness and transparency with all stakeholders and are we fair, ethical and reflective in our decision making</p> <p>b) Do we ensure that LGB members regularly carry out visits so that they understand and know their schools, and are able to monitor those areas which fall to them within the Scheme of Delegation?</p> | <p>(a)</p> <p>(b)</p> | <p>(a)</p> <p>(b)</p> | <p>(a)</p> <p>(b)</p> |
| | Criteria/Characteristics | Evidence to support evaluation | Action required to strengthen and improve governance (include dates) | Grade |
| 9. | <p>How are we going to know whether we have made a positive impact over the next 12 months?</p> <p>a) How prepared are we as a Trust Board for an Ofsted inspection either of the Trust or of one of our schools? Do we understand the implications of the latest revision of the Ofsted framework?</p> <p>b) Are we confident that we can answer an Ofsted inspector's questions about the impact that the trust board is making on the quality of education for all of our pupils especially those who are most vulnerable?</p> | <p>(a)</p> <p>(b)</p> | <p>(a)</p> <p>(b)</p> | <p>(a)</p> <p>(b)</p> |
| 10. | What is the overall effectiveness of our Trust Board? | | | |

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| | <p>a) What plans do we have to sustain and improve our effectiveness including any training needs?</p> <p>b) Based on this self review how do we judge the overall effectiveness of our trust board?</p> | <p>(a)</p> <p>(b)</p> | <p>(a)</p> <p>(b)</p> | <p>(a)</p> <p>(b) Overall effectiveness of trust board:</p> |
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Review of Governance: Trust Board Action Plan

| MAT | | Activate Learning Education Trust | | Reviewers | |
|---|--|-----------------------------------|-------------|-------------------------|--|
| | | | | Date | |
| Priority for Improvement (Ofsted Inspection Criteria - School Inspection Handbook: May 2019) | | Action Required | Responsible | Success Criteria & Date | |
| 1. | | | | | |

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| 2. | | | | |
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