Community Inclusive Trust

Governance Structure and Responsibilities

Trustee and Local School Boards Strategic Overview

The DfE Governance Handbook 2019 states:

*"Effective governance provides **strategic direction and control** to schools, academies and Multi-Academy Trusts (MATs). It creates robust **accountability, oversight and assurance** for their educational and financial performance and is ambitious for all children and young people to achieve the very best outcomes."*

In the Community Inclusive Trust the Trustees are responsible for governance. As such it is essential that the Local School Boards (formally known as the school's Local Governing Body) understand the role that they are to fulfil in providing assurances to the Trustees, this includes the powers that the Trustees have delegated.

The CIT Approach is as follows:

Statutory Functions of Governance	Trust Board (TB)	Local School Board (LSB)
• ensuring clarity of vision, ethos and strategic direction	Trust Board set Trust vision, mission ,values and strategic priorities	Provide assurance to the TB re alignment of the schools ethos and vision and development priorities with the Trust strategic framework
• holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff	Trust Board holds CEO to account CEO holds School HTs to account CEO provides data/information for Trustee scrutiny linked to assurance	Provides independent assurances to the TB
• overseeing the financial performance of the school /trust and making sure that its money is well spent, including the pupil premium	Trust Board holds CEO to account CEO to hold CFO to account CEO provides data/information for Trustee scrutiny linked to assurance	Provides independent assurance to the TB linked to ring fenced grants

Areas of Assurance delegated to LSBs

In broad terms the LSB will provide assurances to the Trustees in the following areas:

Assurance - Local School Boards reported to Trust Board
Effectiveness and compliance of the schools **safeguarding** provision
The appropriateness (intent) of the school's **curriculum**
The impact of the curriculum on **pupil's learning and development** – including in mainstream SEND pupils
The appropriate use of **pupil premium funding and other ring fenced funding**
The appropriateness of the school's **development priorities**
The effectiveness of the school's **stakeholder engagement** work
The manifestation of the Trust's values in the **ethos** of the school
The progress being made by the school in **addressing issues identified by 'health checks'**
Effectiveness and compliance of the school's **health and safety** provision
The links between the school **spending plans** and their development priorities

These assurances are given to the Trust using the LSB School On A Page (SOAP) document. In this document the areas of assurances are broken down and RAG rated so that Trustees are able to take a strategic view of strengths and areas to develop within each school.

The 6 Cs

The Trust also seeks assurances of the 6 Cs:

1. **Confidence** (Assurances as already stated)

2. **Community** - How have you ensured that the school is at the heart of its community and maximises the potential of what the community has to offer its pupils?

3. **Concerns** - How have you ensured that transparent mechanisms are in place for staff, pupils and parents to express their concerns and, when appropriate, to act as an independent local point of contact for signposting people to the right channels for dealing with their issues?

4. **Celebration** - How have you ensured that celebrating staff, pupils and parents remain a priority for the school? To lead on initiatives to promote and celebrate achievements within the school or more widely?

5. **Communication** - How have you ensured that you work with staff, pupils and parents to make sure that the school effectively communicates to all stakeholders, so that everyone feels part of

school life and has the opportunity to access information and events? This include the presentation of the school website and social media channels?

6. **Culture** - How have you ensured that the school has a positive culture which explicitly reflects the trust's values and supports; student achievement; lifelong learning for all members of its community and strong safeguarding practice?

LSBs are able to feedback on each of these areas on a termly basis, again so that the Trustees have a strategic overview of the schools.

LSB as School Champions

The final aspect of the LSBs role is that of School Champion. The School Champion role applies when the LSB members feel that the need to gain feedback from the Trustees and draw specific areas to their attention. Such areas can be documented on the SOAP at each governors meeting such that they are fed back to the Trustees who can then respond. This ensures that there is always a transparent mechanism for dialogue between LSBs and Trustees.

Contact Details:

If you would like to contact the Trust Board then please use one of the following:

Address written communication by post to:

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Clerk to the Trust Board

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Address email to Ana Hendrickson (Clerk to the Trust Board) at:

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C.I.T

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