

School Improvement Offer



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Our Shared Purpose

We exist to nurture, educate, achieve, transform together.

Nurture
growth

We support and challenge to enable

Educate

We prepare successful lifelong learners

Achieve

We strive to be the best we can be

Transform

We provide experience and opportunities that enrich and empower

Our Vision

One trust, working with partners to grow potential.

Our Values

Inspirational - We aim high for ourselves and others.

Collaborative - We are best when we work together as one trust.

Inclusive - We welcome and value every individual and foster a sense of belonging.

Innovative - We are creative and forward thinking in our work.

Responsible - We act professionally and ethically in the best interests of the trust community.

Driven through School Improvement, Finance, HR, Digital, Governance and operational delivery plans

Our 2022-23 Priorities

The trust operates more effectively through improved systems, processes and communications.

Stakeholder engagement and involvement is strong and shaping strategy.

Key internal and external partnerships have been strengthened.

School performance is improving and capacity to continue to improve is growing.

A positive trust culture and climate supports ongoing improvement

5. Key stakeholder representation better reflects the pupils and communities we serve.

7. Effective relationships develop our students readiness for life.

8. Effective opportunities develop our students readiness for work.

9. Effective relationships lead to improved reputation and growth opportunities.

One trust

Highly effective internal and external communication

Highly effective and valued systems, processes and services.

Secure resource to enable continuous improvement and innovative, outstanding practice.

Service review shows high level of satisfaction. Reserves sufficient to deliver priorities

Working with partners

Reputation for valuing key partners and stakeholders.

Diverse voices are representative, valued and shape the vision and strategy of the trust.

Strong internal and external partnerships that add value.

National influence and international reach.

Stakeholder feedback very positive. Metrics around engagement very strong. Full schools.

To grow potential

Recognised as an employer of choice.

Recognised as a great place to be a governance volunteer

Reputation for delivering excellent academic outcomes.

Reputation for developing young people who have the skills, knowledge and experiences for life and skills for employment

% NEET below NA. All school data sets above national. All schools Good or better. Staff survey positive

Ambition	Outcome	For the adult learner	For the younger learner
N Nurture	We support and challenge to enable growth	Values based appraisal system embeds the behaviours by which we want to work. Continuous dialogue with a focus on quality first teaching supports the drive for outstanding learning and teaching.	Identification of barriers to learning enables proactive, early intervention through the trust windscreen. Comprehensive, proactive welfare offer to enable quality learning. Relational practice to create the culture and climate for quality first teaching.
E Educate	We prepare successful lifelong learners	Quality professional development offer aligned trust, school and individual priorities to support continuous improvement and development. Collaborative working groups to identify and share the very best practice.	Quality curriculum mapping provides clear progression of skills and knowledge from 2 to 16 years leading to seamless continuous learning. A comprehensive careers programme bringing to life our outstanding education for life.
A Achieve	We strive to be the best we can be	Staff achievement recognised and celebrated as we seek to identify and reward the very best. Comprehensive opportunities for career growth so we grow our own.	High support and high challenge is a key aspects of all work. Barriers to learning are identified to enable all learners to reach their full potential.
T Transform	We provide experience and opportunities that can enrich and empower	Career path with opportunities within and across the trust. Recruitment, retention and development a key focus- we aim to recruit the best, keep the best and develop the best.	The Neat Experience is a unique curriculum offer that provides exposure to experiences to develop a well-rounded, confident learner. Broad extra-curricular experiences and opportunities ensure our learners have a wide range of experiences.

		Our Vision: One trust, working with partners to grow potential.			
<p>STP2 KNOW OUR CHILDREN WEL Develop and embed robust systems and processes to accurately evidence impact of quality first teaching on ALL pupils.</p>		<p>What will it look like?</p> <ul style="list-style-type: none"> • Staff voice and evaluations, highlight impact of quality CPD. • Pupil voice through pupil book study, highlights pupils can articulate their own learning • Staff voice highlights they can articulate the learning process for their learners. • Attainment data across all schools is accurate and robust. • All pupil groups show progress being made (from starting point and aligned to reading age/ learning milestones/standardised scores) • Clear evidence that pupils are engaging more in learning – home school records/comms/feedback/outcomes. 			
Focus area & strategic priority (SP) link	Strategic lead	Milestone 1	Milestone 2	Milestone 3	End Point July 24
<p>Embed QFT principles across the whole trust with a particular focus on: Progression documents Dr Ice principles Lesson structures Reading (including phonics) Writing 2.1</p> <p>SP 4</p> <p>Strategic sub group: Quality of Education</p> <p>Governance oversight: ACL</p>	<p>Sarah S Dawn D ELEs</p>	<p>Develop a training/ CPD offer that is aligned to trust priorities. 3.1 link ELEs to develop school level implementation plan. Ensure termly RWI phonics training is in place across trust for all new starters. Identify where there is strength around the priorities across the trust and build in additional support as necessary. Map clear plan for SI and identify resource. Reading continuing for previous year.</p>			<p>All pupil groups show progress being made (from starting point and aligned to reading age/learning milestones/standardised scores) Phonic, reading and writing key data measures (end KS) show improvement and are in line with agreed targets.</p> <p>4 School performance is improving and capacity to continue to improve is growing.</p>
<p>Embed consistent approaches to assessment from EY to KS4. 2.2</p> <p>SP 1, 4</p> <p>Strategic sub group: Quality of Education EY leads</p>	<p>Sarah S Sarah Y ELEs</p>	<p>Build and roll out PAT and SAT with key milestones for English and Maths agreed. Implement programme of moderation across EY to end KS3 around key learning milestones - moderation SM</p>			<p>Attainment data across all schools is accurate and robust. All pupil groups show progress being made (from starting point and aligned to reading age/learning milestones/standardised scores) 1 The trust operates more effectively through improved systems, processes and communications.</p>

Governance oversight: ACL					4 School performance is improving and capacity to continue to continue to improve is growing.
Focus area & strategic priority (SP) link	Strategic lead	Milestone 1	Milestone 2	Milestone 3	End Point July 24
Embed principles of effective EY practice across the trust to ensure all EY delivers high quality, evidence informed practice 2.3 SP 1, 4 Strategic sub group: Quality of Education EY leads Governance oversight: ACL	Sarah	Audit and review of EY provision using agreed characteristics of effective setting. EY leads to develop individual action plan aligned to developing provision. Review impact of SHREC across EY settings.			All pupil groups within EY, show progress being made (from starting point and aligned to reading age/learning milestones/standardised scores) 1 The trust operates more effectively through improved systems, processes and communications. 4 School performance is improving and capacity to continue to improve is growing.
Develop approaches to transition across the trust to ensure that our learners are ready for the next phase of their education. 2.4 SP 1,3 Strategic sub group: Quality of Education Strategic HTs Governance oversight: ACL	Debi Sarah	EY leads to review transition Nur to Rec and Rec to year 1 (involve SENCOs) what works and what does not? Develop a strategy and transition booklet for 23-24. Transition leads ks3 to review impact of transition (feed in to priority. 3.5 link			Evidence that pupils are engaging more in learning – home school records/comms/feedback/outcomes 1 The trust operates more effectively through improved systems, processes and communications. 3 Key internal and external partnerships have been strengthened.

Focus area & strategic priority (SP) link	Strategic lead	Milestone 1	Milestone 2	Milestone 3	End Point July 24
<p>Develop trust approaches to working in partnership with parents through developing of comms and key reporting systems 2.5</p> <p>SP 1,3,4,9</p> <p>Strategic sub group: Quality of Education Strategic HTs</p> <p>Governance oversight: ACL</p>	<p>Debi Sarah Andrew</p>	<p>Share NEAT Experience whole trust and roll out one experience per year group to enable full review. 1.4 link</p> <p>Work with IT service to consider approach to report writing</p> <p>Review how effective comms is to parents across the trust.</p>			<p>All pupil groups show progress being made (from starting point and aligned to reading age/learning milestones/standardised scores)</p> <p>Evidence that pupils are engaging more in learning – home school records/comms/feedback/outcomes</p> <p>1 The trust operates more effectively through improved systems, processes and communications. 3 Key internal and external partnerships have been strengthened. 4 School performance is improving and capacity to continue to improve is growing. 9 Effective relationships lead to improved reputation and growth opportunities.</p>

Principles of Quality First Teaching

Developed by Evidence Leaders of Education (ELEs) across our trust working alongside our Research School drawing upon a wide evidence base to ensure core principles to improve the quality of teaching and learning improving outcomes for all.

These are being implemented within our schools by our ELEs.

NEAT Principles of Quality First Teaching

Purpose of principles

To ensure that we are evidence informed in our approach to develop teaching and have consistent shared language and meaning across the trust.

D	Deepen thinking
R	Role model learning
I	Impact on Learning
C	Challenge expectations
E	Engaging in learning

	What does this look like?	Impact Why is this important for pupils?	Evidence	Evidence into practice What does this look like in the classroom
D	<p>Deepen thinking</p> <p>Ensure learners have a secure knowledge of curriculum content.</p> <p>Ensure curriculum content is well sequenced and ensures progression.</p> <p>Opportunities to revisit and embed learning, retrieve, and make connections across subjects as well as previous content learned.</p> <p>Understanding of memory and cognitive load to ensure that learning moves from the short term to the long-term memory.</p>	<p>Pupils knowing more helps them to learn more.</p> <p>Pupils cannot learn lots of new content at any one time.</p> <p>Pupils need to be taught with an awareness of the limits of the working memory.</p> <p>Pupils need to be taught how to make connections between complex concepts - schema building</p> <p>Pupils need to revisit the learning and we need to provide opportunities to give space to support retrieval</p>	<p>Willingham's Memory Model</p> <p>The Great Teaching and Learning Toolkit</p> <p>No. 1 Understanding the content No. 2 Creating a supportive environment No. 3 Promoting learner motivation through feelings of competence, autonomy and relatedness No. 4 Activating the hard thinking</p> <p>Rosenshine's Principles of Instruction</p> <p>EEF Metacognition and Self-Regulation Guidance Report</p>	<p>High quality planning NEAT progression documents to inform school long term plans to support what has been previously taught in current or previous year group.</p> <p>Understanding Content The teacher has deep and fluent knowledge and flexible understanding of the content being taught. The teacher knows how the curriculum is sequenced and about dependencies in relation to the content and ideas being taught. The teacher can generate varied explanations and representations and examples of the ideas being taught. The teacher is aware of common misconceptions and sticking points within the content being taught and takes account of these when planning.</p> <p>Reviewing material</p> <ol style="list-style-type: none"> Daily review Weekly and monthly review <p>Strategies to retrieve knowledge e.g. hinge questions, flash back 4, low stakes quiz</p> <p>Sequencing concepts and modelling</p> <ol style="list-style-type: none"> Present new material using small steps Provide models Provide scaffolds for difficult tasks <p>Ask questions Questions to help practise new learning and connect new material to their prior learning</p>

	What does this look like?	Impact Why is this important for pupils?	Evidence	Evidence into practice What does this look like in the classroom
R Role-model learning	<p>Ensure that learning and learning behaviours are explicitly modelled to enable learners to be independent.</p> <p>It is important for all pupils to be taught the gradual release of responsibility to apply strategies independently.</p>	<p>It is effective and efficient to explicitly teach pupils how to develop metacognitive and cognitive strategies to support independence.</p> <p>Pupils need to be able to choose the right strategy to learn successfully</p>	<p>EEF Metacognition and Self-Regulation Guidance Report</p> <p>EEF SEND in Mainstream School Components of effective teaching – explicit teaching and scaffolding and cognitive and metacognitive strategies</p> <p>Rosenshine’s Principles of Instruction</p>	<p>Stages of practice</p> <ol style="list-style-type: none"> 1. Guided student practice 2. Obtain high success rate with practice (80%) 3. Independent practice <p>Scaffolding- (Great teacher tool kit) Clear progressive sequence to lessons. *Explaining: communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; *Modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples. Remove/fade away scaffolds for all groups. *Questioning appropriately and interacting to support and retrieve knowledge.</p> <p>Metacognitive talk</p> <p>Metacognitive knowledge Knowledge of task Knowledge of strategies Knowledge of myself as a learner</p>

	What does this look like?	Impact Why is this important for pupils?	Evidence	Evidence into practice What does this look like in the classroom	
I	Impact on learning	Ensuring learners can apply knowledge, respond to feedback, and make progress overtime.	<p>Pupils need to know where they are successful as well as where they have misconceptions to ensure their learning improves overtime.</p>	<p>EEF Feedback Guidance Report</p> <p>The Great Teaching and Learning Toolkit</p> <p>No.4 Activating hard thinking (4) interacting and responding to feedback</p>	<p>Provide feedback that moves the learning on</p> <ol style="list-style-type: none"> 1. Feedback to improve the task and advice on how to move forward 2. Feedback on the subject that targets the underlying processes in a task, which are used across a subject. 3. Feedback on self-regulation strategies to improve the learner's own ability to plan, monitor, and evaluate their learning. <p>Effective use of TAs EEF</p> <ol style="list-style-type: none"> 1. Model to support staff how to encourage independent <u>learning</u>.(Not completion of tasks) 2. Model to support staff how to scaffold, remove scaffolds and question rather than spoon feed answers and complete tasks. 3. Flexible groupings/support staff to not always be with the same group or SEN children.

	What does this look like?	Impact Why is this important for pupils?	Evidence	Evidence into practice What does this look like in the classroom
C Challenging expectations	<p>Ensure learners have opportunities to make connections across subjects and year groups.</p> <p>Ensure learners value their own self-worth and have high expectations of themselves.</p> <p>Curriculum is correctly sequenced and interleaved.</p>	<p>Pupils need to build confidence in their ability to learn more, know more and remember more.</p> <p>Pupils need to be taught how to make connections between complex concepts - schema building</p> <p>Ensure learners understand the core knowledge and the hinterland (enables core to thrive) and why it is relevant.</p>	<p>The Great Teaching and Learning Toolkit No.2 Creating a supportive environment (4)</p> <p>EEF Metacognition and Self-Regulation Guidance</p>	<p>Reviewing material</p> <ol style="list-style-type: none"> Daily review Weekly and monthly review <p>Strategies to retrieve knowledge e.g. hinge questions, flash back 4, low stakes quiz</p> <p>Use of schemas Explicitly linking previously taught knowledge as we learn new knowledge.</p>

	What does this look like?	Impact Why is this important for pupils?	Evidence	Evidence into practice What does this look like in the classroom
E Engaging in learning	Ensure learners have a positive attitude towards learning through an engaging curriculum, developing learning behaviours, climate for learning, building resilience and recognising successes.	<p>Pupils need to build intrinsic motivation and recognise their own successes</p> <p>Pupils need to develop their own skills as a learner to develop effective learning behaviours.</p>	<p>EEF Metacognition and Self-Regulation Guidance</p> <p>The Great Teaching and Learning Toolkit</p> <p>EEF's Social and Emotional Learning</p> <p>EEF's Improving Behaviour</p>	<p>Metacognition – motivation Develop relationships with pupils</p> <p>Flexible grouping - SEND in mainstream EEF</p> <ol style="list-style-type: none"> 1. Use flexible grouping; 2. Model behaviour for learning 3. Give explicit instruction; 4. Use technology to support pupils with SEND; 5. Scaffold, use worked models, part worked models and time of independence for all learners.

NEAT Quality Assurance Framework

Trust and school self-review

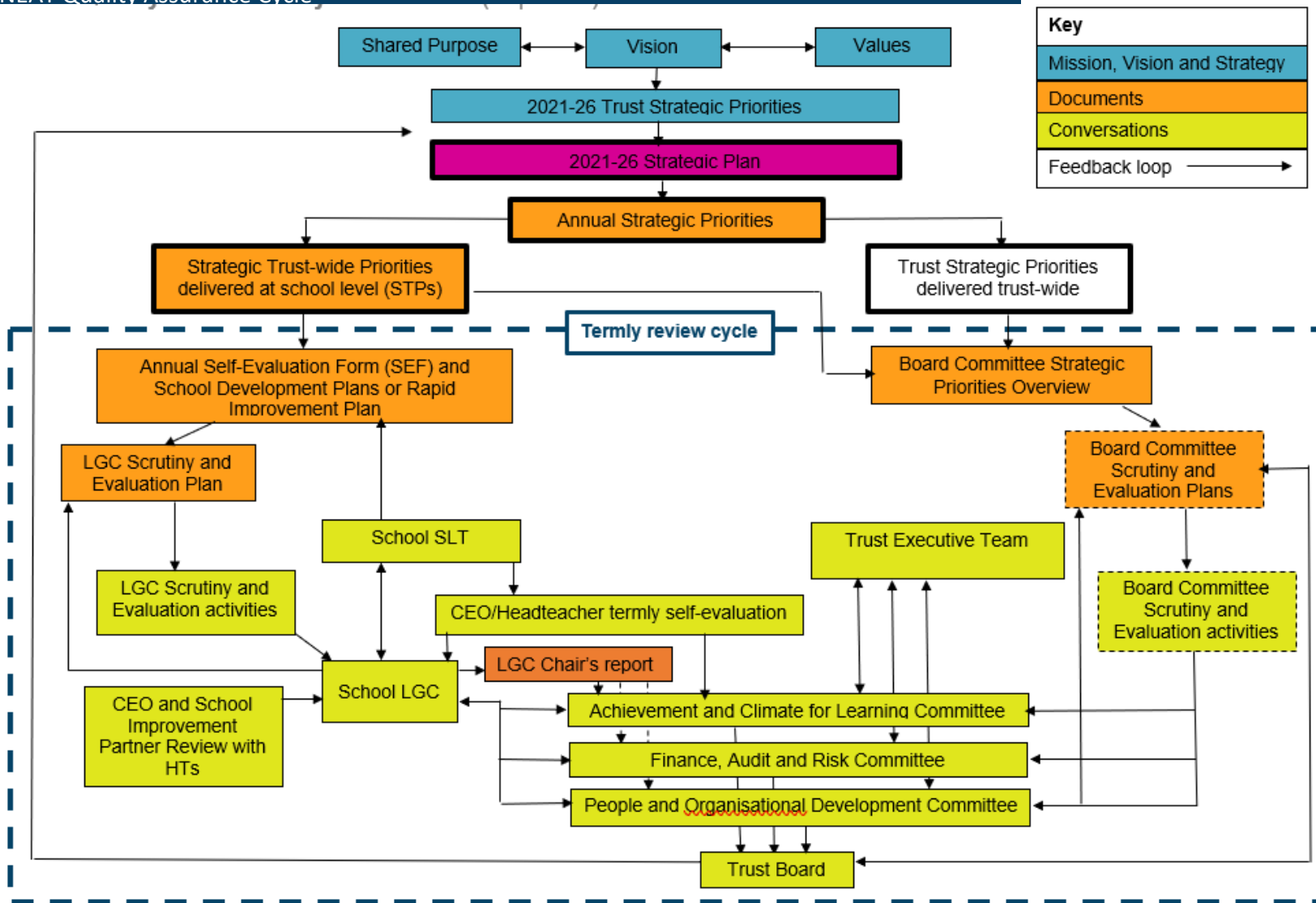
Category	Criteria Description	Evidence	Strategies	Capacity
Stabilise Red High Risk Cause for Concern	<ul style="list-style-type: none"> School requires significant improvement No clear underpinning of future Unstable staffing and leadership 	<ul style="list-style-type: none"> Ofsted Inadequate or internal scrutiny Parental complaints high/frequent Retention and recruitment of staff high concern Outcomes poor and showing no signs of improvement 	<ul style="list-style-type: none"> Bespoke Scheme of Delegation RIP - urgent priority focus (½ termly) weekly/ fortnightly review of RIP with LGC/ SI/ CEO/ board (QA) Calm and reassuring leadership Additional leadership capacity LGC frequent scrutiny (minimum half termly) 	<ul style="list-style-type: none"> Secondary SI weekly Primary SI/ Exec HT weekly CEO fortnightly support Clennell to secure safeguarding NLE/SLE/ELE/trust capacity
Repair Amber (Dark)	<ul style="list-style-type: none"> Establishing more control Reactive decision making Make school feel more like a regular school 	<ul style="list-style-type: none"> Ofsted R.I. or internal scrutiny Evidence of growing confidence of stakeholders Staff retention more stable, recruitment less problematic with green shoots Some key outcomes showing signs of improvement/ green shoots 	<ul style="list-style-type: none"> Bespoke Scheme of Delegation Develop clear improvement plan for medium term with clear implementation (termly/ rest of year) Half termly Quality Assurance LGC frequent scrutiny Stakeholder voice half termly 	<ul style="list-style-type: none"> Secondary SI 2-3 days a month Primary SI/ Exec HT 2-3 days a month CEO ½ termly Annual safeguarding review NLE/ SLE capacity as required
Improve Amber (Light)	<ul style="list-style-type: none"> More proactive leadership Embedding strategies Improving outcomes 	<ul style="list-style-type: none"> Ofsted R.I. Continued confidence by stakeholders Stable staff Improving outcomes 	<ul style="list-style-type: none"> Standard Scheme of Delegation Monitoring and tracking improvement key (part of ongoing SI cycle) Development of leadership Improvement plan considering longer term vision LGC Scrutiny cycle established/ annual 	<ul style="list-style-type: none"> Facilitate support monthly CEO half termly review Annual review cycle
Sustain Green (Dark)	<ul style="list-style-type: none"> Confidence in performance Increase innovation 	<ul style="list-style-type: none"> Ofsted Good Outcomes strong Stakeholder engagement positive 	<ul style="list-style-type: none"> Increased focus on 3-5 year planning Regular scrutiny as part of QA cycle Leadership capacity growing and beginning to impact across trust 	<ul style="list-style-type: none"> Support as required CEO termly Annual reviews
Lead Green (Light)	<ul style="list-style-type: none"> Capacity to support and lead others 	<ul style="list-style-type: none"> Ofsted Good/ Outstanding Real strength across all areas 	<ul style="list-style-type: none"> Share best practice 	<ul style="list-style-type: none"> Strengths and capacity utilised

NEAT Academy Trust

Quality Assurance overview

	STABILISE	REPAIR	IMPROVE	SUSTAIN	LEAD
Internal school scrutiny	<ul style="list-style-type: none"> H of D/ subject leads supported scrutiny aligned to key priority - deep dive and pupil book scrutiny 	<ul style="list-style-type: none"> H of D pupil book study (supported) SLT deep dives 	<ul style="list-style-type: none"> Regular pupil book study to support ongoing improvement 	<ul style="list-style-type: none"> Regular pupil book study to support ongoing improvement 	<ul style="list-style-type: none"> Exemplar practice identified and shared across the trust
LGC	<ul style="list-style-type: none"> Minimum ½ termly scrutiny aligned to KLI and RIP priorities Bespoke S of D 	<ul style="list-style-type: none"> Frequent scrutiny aligned to S.I KPIs Bespoke S of D 	<ul style="list-style-type: none"> LGC scrutiny cycle captured in annual plan Standard S of D 	<ul style="list-style-type: none"> LGC scrutiny cycle capture in annual plan Standard S of D 	<ul style="list-style-type: none"> Leading and shaping trust approach to governance
Peer to peer	<ul style="list-style-type: none"> ½ termly visit with clear focus identified by strategic lead 	<ul style="list-style-type: none"> ½ termly paired visits aligned to priorities 	<ul style="list-style-type: none"> ½ termly paired visits aligned to priorities 	<ul style="list-style-type: none"> ½ termly paired visits aligned to priorities 	<ul style="list-style-type: none"> Leading an aspect of whole trust improvement
Trust capacity	<ul style="list-style-type: none"> Primary/ secondary SI capacity weekly scrutiny 	<ul style="list-style-type: none"> primary/ secondary SI capacity frequent scrutiny (supported – 2-3 days a month) 	<ul style="list-style-type: none"> Monthly facilitated visits (coaching) 	<ul style="list-style-type: none"> Bespoke support as required 	<ul style="list-style-type: none"> Adding capacity to trust
CEO (Trust)	<ul style="list-style-type: none"> Fortnightly check in Weekly RIP review Monthly appraisal check in 	<ul style="list-style-type: none"> ½ termly check in against SIP ½ termly appraisal check in 	<ul style="list-style-type: none"> ½ termly check in against SIP ½ termly appraisal check in 	<ul style="list-style-type: none"> Termly review ½ termly appraisal check in 	<ul style="list-style-type: none"> Termly review ½ termly appraisal check in
External capacity	<ul style="list-style-type: none"> Clennell's ½ termly review External consultant ½ termly NLE/ SLE as appropriate 	<ul style="list-style-type: none"> Chennell termly review External consultant termly 	<ul style="list-style-type: none"> Clennell annual review Termly audit Termly external consultant 	<ul style="list-style-type: none"> Clennell annual review Termly audit Termly external consultation 	<ul style="list-style-type: none"> Annual review Termly audit Termly external consultation
Data collection	<ul style="list-style-type: none"> Fortnightly data against RIP ½ termly capture key priority data Fortnightly ops meet 	<ul style="list-style-type: none"> Termly data drop Key priority data ½ termly Monthly ops 	<ul style="list-style-type: none"> Termly data drop (dashboard populated) Monthly ops 	<ul style="list-style-type: none"> Termly data drop (dashboard populated) ½ termly ops 	<ul style="list-style-type: none"> Termly data drop (dashboard populated) ½ termly ops

NEAT Quality Assurance Cycle



Quality Assurance process
 Termly cycle of performance to evaluate school effectiveness to enable appropriate support and challenge.

Effective performance
Criteria

- Targets/milestones achieved
- Internal monitoring identify good or better system & processes
- External monitoring secures school SEF.
- Good leadership & capacity to improve
- Good or better inspection outcome

Needs Improvement/ Requires support
Criteria

- Specific performance targets not met
- External monitoring less than good/ highlights concern
- External monitoring does not support school SEF
- Leadership doesn't have capacity or capability and isn't driving improvement
- RI or inadequate inspection outcome

Access to universal trust PD programme aligned to trust priorities.

Resource capacity:

- Exec Director Secondary
- School improvement lead secondary
- Research and primary school improvement lead
- NLEs, RSL, ELEs, SLEs, subject leads.

Strategy to support including:
 Bespoke Scheme of Delegation for greater control over decision making and/or increased oversight by local tier of governance.
 Bespoke support identified based on School Improvement priorities and additional capacity provided (see over).
 Review of SDP with specific priorities and actions identified and monthly/ half termly and interim timeframe implemented.
 Increased frequency of local tier of governance.
 Half termly monitoring meetings to include key post holders/LGC as appropriate.
 Access to trust PD programme as required and aligned to key priorities.

Termly QA with CEO & external consultant to evaluate accuracy of school SEF.
 Termly report to LGC
 ACL summary report

Termly **Scrutiny and Evaluation** LGC session to provide support & challenge & seek assurance that school performance is good and progress is being made towards priorities.

Good progress assurances provided

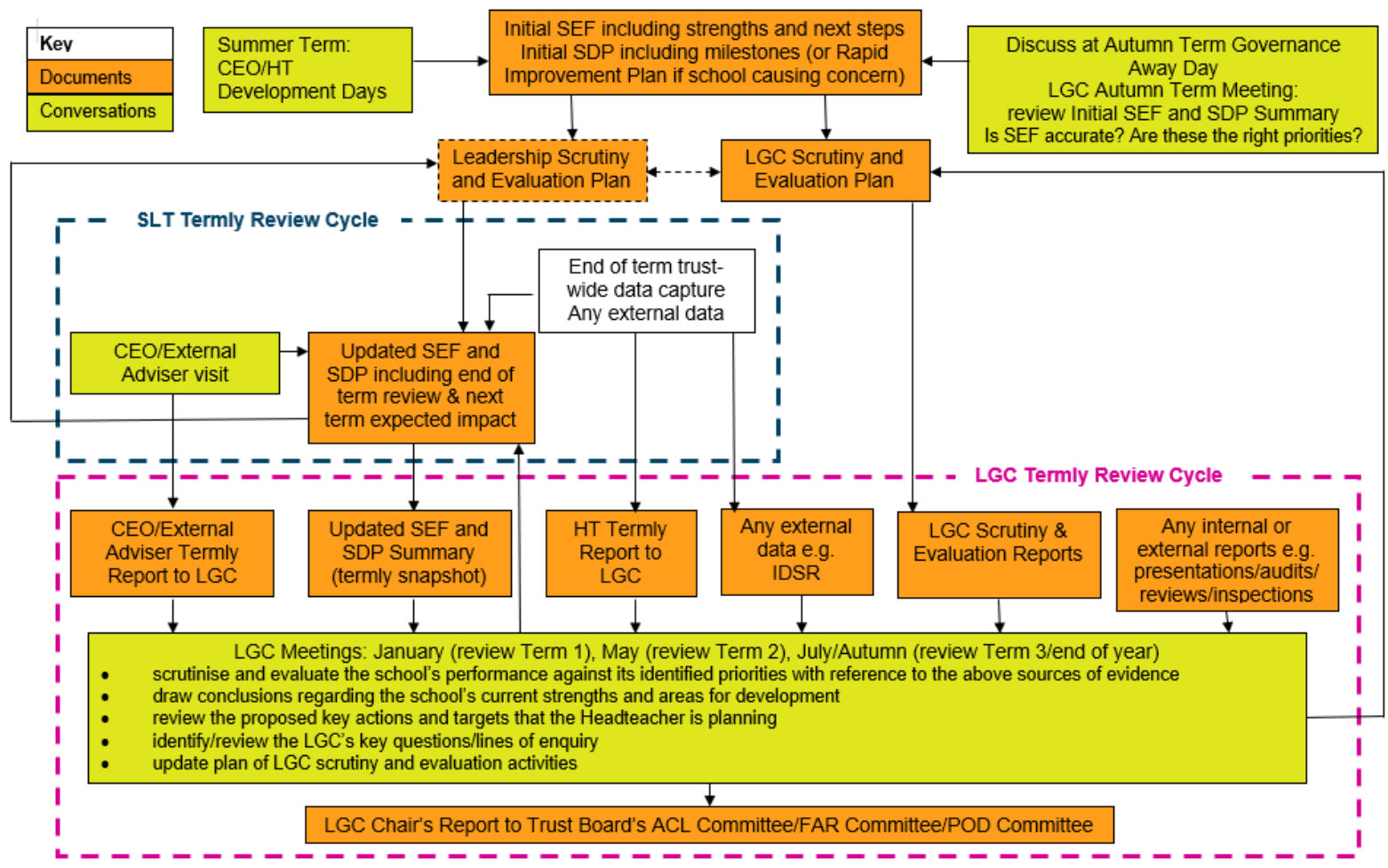
Causing concern

Termly ACL summary report focus on schools causing concern.
 Review of school performance and agree next steps as required.

Good progress assurances provided

Needs improvement/ requires support judgement reached/ agreed

NEAT Annual School Self-Evaluation and School Development Planning/Review Cycle



Unpicking the Language

- **Quality Assurance**

“The act or process of confirming that quality standards are being met” – is there a national standard? What does self-evaluation and development plan tell us about where we are/ expect to be?”

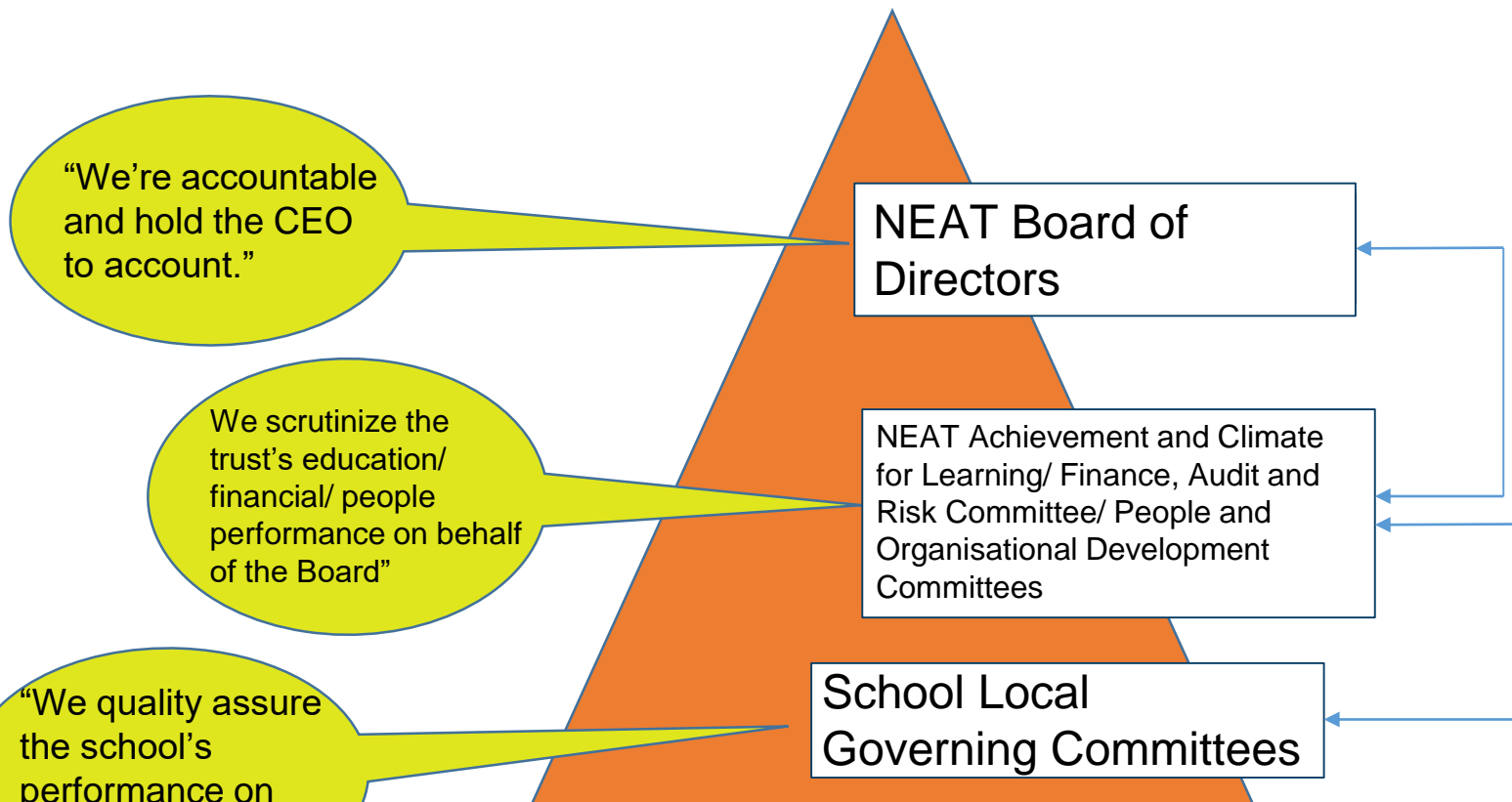
- **Scrutinise**

“Examine or inspect closely or thoroughly”

- **Evaluate**

“Form an idea of the amount, number, or value of; assess”

E.g. “The study will assist in evaluating the impact of recent changes.”



How do we quality assure?



What do we know?

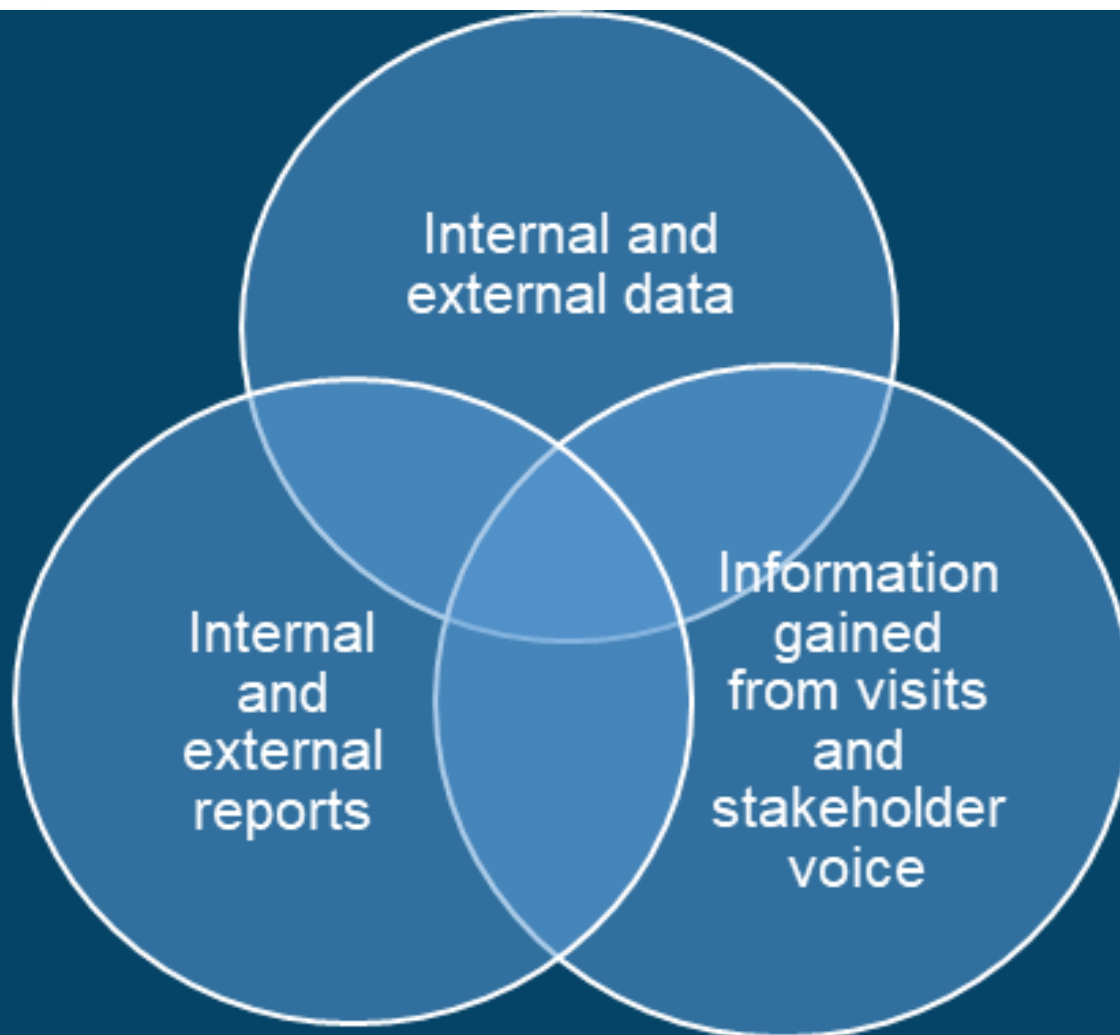
**Scrutiny
and
evaluation
—
triangulate
the
evidence**



What are we told?

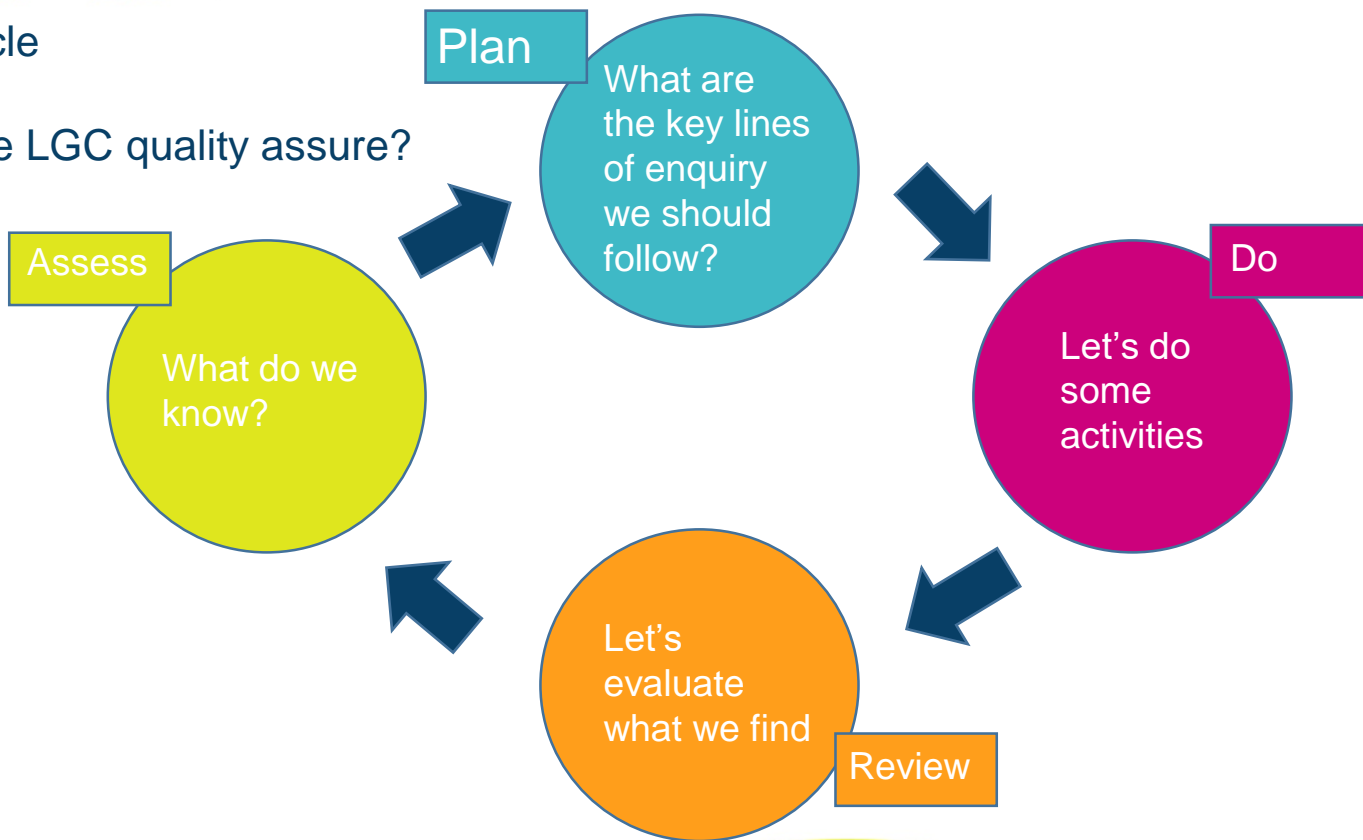


What can we see
and hear?



Termly Cycle

How does the LGC quality assure?

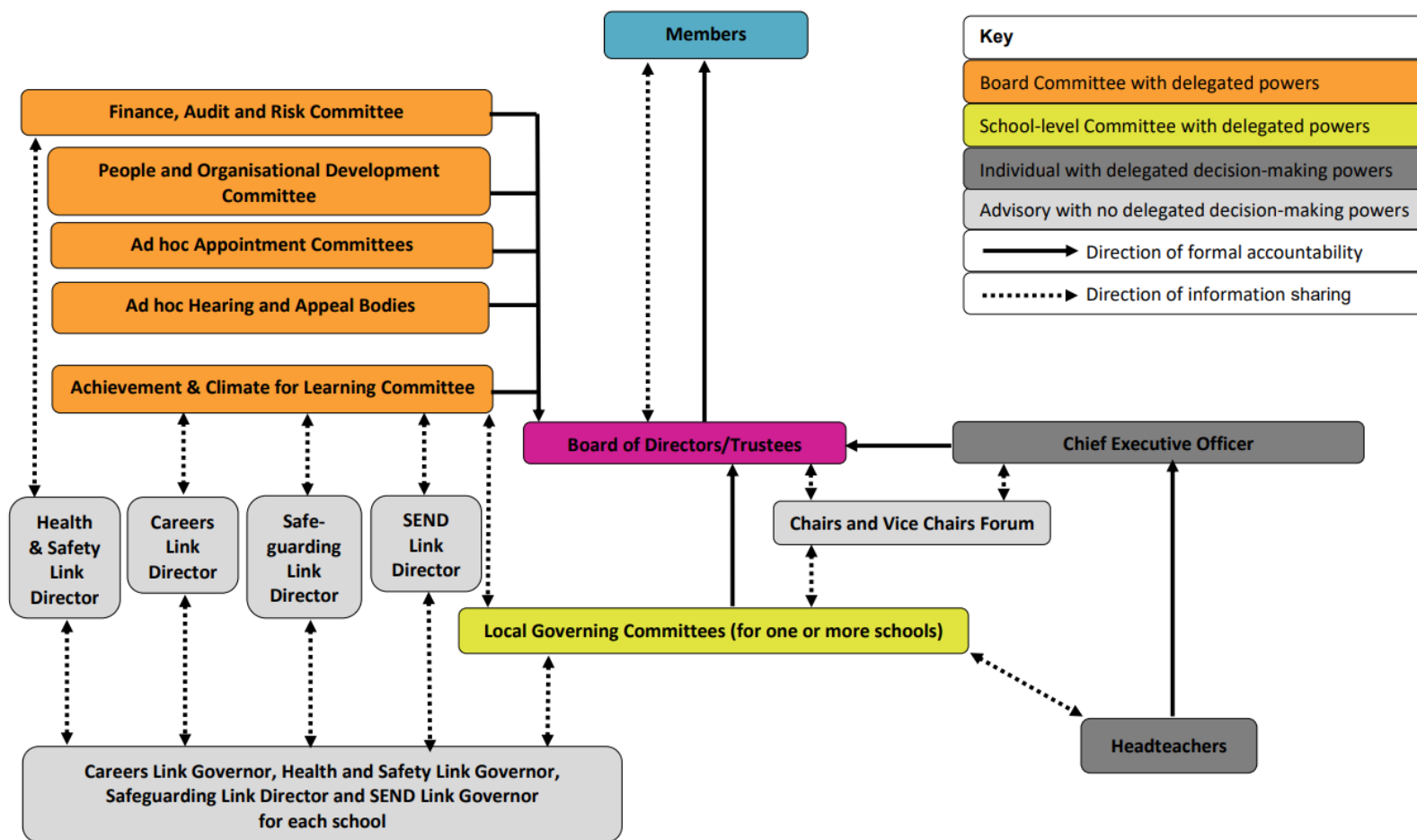


Going D-E-E-P-E-R – the NEAT framework for scrutiny and evaluation

	Stage	Focus	Inputs and Outputs
Meetings	Define	What do we already know?	Inputs: e.g. Headteacher's SEF and SDP (or Rapid Improvement Plan if school causing concern)
	Evaluate	What do we know now? <ul style="list-style-type: none"> - What does internal and external data about performance measures tell us? - What do reports from internal and external sources tell us? - What have we heard/seen as governance volunteers? <p style="text-align: center;">↓</p> Do we think the Headteacher's latest plan (including any specific action plans) will have/is having the intended impact to enable the school/trust to achieve its vision?	Inputs: e.g. internal and external performance data including comparisons with other schools/trusts (Terms 1, 2 and 3) e.g. reports from school leaders, reports from CEO/School Improvement Partner, audits/peer reviews/inspections (Terms 2 and 3) e.g. information gained from visits, talking to pupils/parents/staff etc (Terms 2 and 3)
	Explore	What are the key questions/lines of enquiry (trust-wide and/or school-specific) the LGC/the Board's Committees want to ask to provide assurance that the intended impact is being achieved?	Output: add/revise key questions/lines of enquiry to the scrutiny and evaluation activity plan
Visits	Plan	What types of scrutiny and evaluation activities will help us to find out the answers to those questions? Who will carry out these activities? When will they happen?	Output: add/revise planned activities to the scrutiny and evaluation activity plan
	Examine	Carry out the planned scrutiny and evaluation activities.	Output: collate scrutiny and evaluation activity report and provide feedback to the next meeting once senior leader had opportunity to comment; LGC Chair's Reports to comment on those activities key questions identified by Board Committees
	Reflect	Consider how this compares with the expected outcome/progress in the plan.	

NEAT Governance

NEAT Governance structure FINAL 8.0 September 2023 (Standard Scheme of Delegation)



Trust Board	Achievement and Climate for Learning (ACL) Committee	Finance, Audit and Risk (FAR) Committee	People and Organisational Development (POD) Committee	Local Governing Committees (LGCs)
<p>Role: The Trust Board has collective accountability and responsibility to the Members, and to the Regional Director, the DfE and the Education and Skills Funding Agency for all aspects of the trust's performance and assuring itself that there is compliance with regulatory, contractual and statutory requirements. It is responsible for conducting the trust's business, making strategic decisions and ensuring financial sustainability. It holds the CEO to account.</p>	<p>Role: To advise the Trust Board on school performance and the effectiveness of the trust's approach to preparing pupils for the next stage of education and life.</p>	<p>Role: To undertake financial oversight and scrutiny on behalf of the Trust Board and advise it on the trust's capacity to remain a going concern and financially sustainable. To direct a programme of internal scrutiny and to consider the results and quality of external audit. To advise the Trust Board on the adequacy of financial and other controls and risk management arrangements for the trust, its constituent schools and its subsidiary companies.</p>	<p>Role: To have oversight of the trust's effectiveness as an employer and its capacity for leadership and improvement. To take decisions on behalf of the Trust Board regarding the remuneration of executive and academy leaders and undertake the annual salary review of teachers in all academies by taking a robust evidence-based approach reflective of the individuals' roles, responsibilities and performance.</p>	<p>Role: To establish the ethos of the school to ensure this is locally relevant, and in the case of Church schools only, to develop and maintain its religious character. To provide assurance to the Trust Board regarding the quality of education and care for all learners within the school. To ensure effective engagement with local stakeholders.</p>
<p>Responsibilities include:</p>				
<p>General</p>				
<ol style="list-style-type: none"> To make those decisions specified as applicable to the Trust Board in Appendix 2 Part B.1, and any other decision that is not specified and does not concern the day-to-day running of the trust or an individual school. To approve trust-level policies that enable strategic priorities to be achieved, are consistent with the trust's vision and values and ensure appropriate compliance, as set out in Appendix 2 Part B.2. To monitor and review the effectiveness of those policies. To consider feedback to and from local governing committees within the board's remit. 	<ol style="list-style-type: none"> To make decisions and recommendations delegated by the Trust Board to the Committee as set out in Appendix 2 Part B.1. To report those decisions to the Board. To approve trust-level policies that enable strategic priorities to be achieved, are consistent with the trust's vision and values and ensure appropriate compliance, as set out in Appendix 2 Part B.2. To monitor and review the effectiveness of those policies. To consider feedback to and from local governing committees within the committee's remit. 	<ol style="list-style-type: none"> To make decisions and recommendations delegated by the Trust Board to the Committee as set out in Appendix 2 Part B.1. To report those decisions to the Board. To approve trust-level policies that enable strategic priorities to be achieved, are consistent with the trust's vision and values and ensure appropriate compliance, as set out in Appendix 2 Part B.2. To monitor and review the effectiveness of those policies. To have access to the external auditor as well as those carrying out internal scrutiny, and consider their quality. To consider feedback to and from local governing committees within the committee's remit. 	<ol style="list-style-type: none"> To make decisions and recommendations delegated by the Trust Board to the Committee, as set out in Appendix 2 Part B.1. To report those decisions to the Board. To approve trust-level policies that enable strategic priorities to be achieved, are consistent with the trust's vision and values and ensure appropriate compliance, as set out in Appendix 2 Part B.2. To monitor and review the effectiveness of those policies. To consider feedback to and from local governing committees within the committee's remit. 	<ol style="list-style-type: none"> To make decisions and recommendations delegated by the Trust Board to the LGC as set out in Appendix 2 Part B.1. To report those decisions to the Board. To approve school-level policies that enable strategic priorities to be achieved, are consistent with the trust's vision and values and ensure appropriate compliance, as set out in Appendix 2 Part B.2. To monitor and review the effectiveness of those policies and the effective implementation by the school(s) of all relevant policies.
<p>Core purpose 1 - Strategic leadership</p>				
<ol style="list-style-type: none"> To set the trust's shared purpose, vision, values and standards of conduct and ensure its obligations to its stakeholders are understood and met. To set and review the trust's strategic priorities and ensure effective plans are in place to achieve these. To scrutinise proposals that impact on the trust's strategy and provision including growth. To establish a programme of board-level scrutiny and evaluation to provide assurance about the trust's progress in achieving its strategic priorities and their impact on outcomes. 				<ol style="list-style-type: none"> To establish the ethos, and where relevant the religious character, for the school(s) which is consistent with the trust's shared purpose, vision and values and ensure this is locally relevant for learners and the community it serves. To recruit and develop local governing committee members with relevant skills, attributes and motivations to carry out the functions of the LGC effectively and ensure a diverse membership that reflects the communities the school(s) serves.

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<p>6. To ensure the trust operates within its charitable objects and constitution and complies with its statutory duties <u>including admissions</u>, exclusions, safeguarding, SEND, equality, health and safety and information governance.</p> <p>7. To ensure the effectiveness of governance of the trust including to establish an appropriate delegation framework and to specify the information required from the CEO and Headteachers to enable effective oversight or scrutiny and evaluation by each level of the governance structure of the areas within their terms of reference.</p> <p>8. To recruit and develop board members with relevant skills, attributes and motivations to carry out the Board's functions effectively and ensure a diverse membership that reflects the communities the trust serves.</p> <p>9. To identify and manage risks to ensure the effective operation of the trust and conduct a full review of the trust's risk register at least annually.</p>				
<p>Core purpose 2 - Accountability and assurance</p>				
<p>10. To have oversight of the trust's overall performance in achieving school improvement priorities and targets for attainment/progress, <u>behaviour</u> and attendance for all learners including national performance measures and external inspection.</p> <p>11. To ensure that the trust is compliant with the requirements of any <u>recognised</u> designations for the trust or its schools (e.g. research school) and for any specific sources of external funding that have been granted.</p> <p>12. To participate in the governance strand of school and MAT <u>Ofsted</u> inspections.</p> <p>13. To be responsible for the trust's financial affairs including its use of resources to <u>maximise</u> outcomes for pupils and to provide <u>rigour</u> and scrutiny in budget management, including approving the annual budget/budget forecast return (BFR3Y) and any significant changes to it, and satisfying itself that the trust is a going concern and financially sustainable.</p> <p>14. To set the trust's arrangements for reserves and investments.</p> <p>15. To ensure the trust has an effective reward and recognition framework as an employer.</p> <p>16. To ensure that the trust effectively meets its obligations under any contractual or</p>	<p>School and Trust Performance - To provide <u>rigour</u> and scrutiny in evaluating school performance and the trust's strategies for improvement on behalf of the Board, which is informed by the work of each school's Local Governing Committee:</p> <p>4. To ensure that school-level targets for pupil outcomes are ambitious for all learners.</p> <p>5. To review and evaluate the local scrutiny of each school's performance in achieving school improvement priorities and targets for attainment/progress, <u>behaviour</u> and attendance for all learners and ensure that appropriate action is being taken to address any areas of underperformance.</p> <p>6. To have oversight of the development of a strategic plan for any school causing concern.</p> <p>7. To <u>scrutinise</u> and evaluate the effectiveness of quality of teaching and learning across all schools and the impact on outcomes for all pupils.</p> <p>8. To have oversight of the quality of the learning environment across all schools.</p> <p>9. To evaluate the effectiveness of</p>	<p>Finance – To provide <u>rigour</u> and scrutiny in financial planning and budget management on behalf of the board:</p> <p>5. To ensure that financial plans are prepared and monitored, satisfying itself that the trust is a going concern and financially sustainable, and to ensure capital expenditure plans adequately address risks linked to the condition of buildings and equipment.</p> <p>6. To <u>scrutinise</u> draft budgets and forecasts to ensure these enable the trust's strategic priorities to be achieved and are based on realistic assumptions.</p> <p>7. To consider pupil number estimates underpinning revenue projections and review these termly.</p> <p>8. To review the effectiveness of resource management including financial metrics/benchmarking, procurement procedures and contract management.</p> <p>9. To <u>scrutinise</u> the management accounts and ensure that appropriate action is being taken to maintain financial viability including</p>	<p>Leadership and development –</p> <p>4. To have oversight of the effectiveness of leadership and strategies for improvement trust-wide (for both staff and governance volunteers) and ensure there is an effective succession plan within schools and the central team.</p> <p>5. To have oversight of the intent and impact of key services including Newcastle Research School and NEAT Education Services (including Newcastle PE and School Sport Service)².</p> <p>6. To evaluate how the trust is <u>organised</u>, work is structured and capability is built to enable the trust's strategic priorities to be delivered (including the NEAT Central Team).</p> <p>7. To evaluate the effectiveness of the trust's approach to reward and recognition and advise the board on an appropriate framework.</p> <p>8. To evaluate the effectiveness of approaches to staff recruitment/progression/retention, appraisal, CPD, wellbeing, discipline, grievance and capability.</p>	<p>5. To establish and report to the Board's ACL, FAR or POD Committee, as appropriate, a <u>programme</u> of local scrutiny and evaluation to provide assurance about:</p> <ul style="list-style-type: none"> • progress against the priorities in the school's development plan and equalities objectives and their impact on outcomes • the effectiveness of provision for all learners including: <ul style="list-style-type: none"> - curriculum - extra-curricular/curriculum enrichment activities - careers information, advice and guidance - safeguarding - attendance - <u>behaviour</u>, including exclusions - wellbeing - family support; • the quality of the learning environment; • the impact on outcomes of specific sources of funding e.g. pupil premium/recovery premium, primary PE and sports premium, SEND; • the effectiveness of the use of resources allocated to the school; • the effectiveness of the implementation of the trust's arrangements for the appraisal and CPD of staff in the school;

Board and Committee Roles and Responsibilities – Extract from 2023-24 Scheme of Delegation (Sep 2023) FINAL 1.0

<p>commercial arrangements that it enters into.</p>	<p>governance at school level.</p> <ol style="list-style-type: none"> 10. To evaluate the effectiveness of the trust's approach to providing a broad and balanced curriculum that meets the needs of all learners including careers information, advice and guidance. 11. To evaluate the effectiveness of the trust's provision for all learners including safeguarding, attendance, behaviour, wellbeing and family support. 12. To have oversight of any reported or emerging safeguarding issues relevant to the Committee's role to ensure that appropriate action is taken. 13. To evaluate the effectiveness trust-wide of specific sources of funding e.g. pupil premium/ recovery premium, primary PE and sports premium, SEND. 14. To have oversight trust-wide of the level and handling of admissions, exclusions and complaints. 	<p>addressing variances between the budget and actual income and expenditure.</p> <p>External audit -</p> <ol style="list-style-type: none"> 10. To review the external auditor's plan each year. 11. To review the annual report and accounts. 12. To review the auditor's findings and actions taken by the trust's managers in response to those findings. 13. To assess the effectiveness and resources of the external auditor to provide a basis for decisions by the trust's Members about the auditor's reappointment or dismissal or retendering, taking into account the considerations in the Academy Trust Handbook. 14. To produce an annual report of the committee's conclusions to advise the Trust Board and Members, including recommendations on the reappointment or dismissal or retendering of the external auditor, and their remuneration. <p>Internal scrutiny -</p> <ol style="list-style-type: none"> 15. To agree a programme of work annually to deliver internal scrutiny of financial and non-financial controls and risk management procedures that provides coverage across the year. 16. To agree who will perform the work (which shall be different to the trust's external auditor). 17. To consider reports on at least a termly basis from those carrying out the programme of work. 18. To consider progress by the trust's leaders in addressing recommendations. 19. To consider outputs from other assurance activities by third parties including ESFA financial management and governance reviews, funding audits and investigations. <p>Risk -</p> <ol style="list-style-type: none"> 20. To review the <u>risk</u> register on at least a termly basis to inform the programme of work, ensuring checks are modified as appropriate each year, and to advise the Trust Board on overall risk management. <p>Other -</p>	<ol style="list-style-type: none"> 9. To ensure the effectiveness of the trust's approach to equality, diversity and inclusion as a service provider and employer. 10. To have oversight of any reported or emerging safeguarding issues relevant to the Committee's role to ensure that appropriate action is taken. 	<ul style="list-style-type: none"> • the effectiveness of the school's identification, assessment and management of risks; • the school's preparedness for Ofsted inspection; • for Church of England schools only: the impact of the school's Christian vision on pupils and adults and preparedness for SIAMS inspection; • the effectiveness of the school's implementation of health and safety protocols and procedures. <ol style="list-style-type: none"> 6. To have oversight of any reported or emerging safeguarding issues relevant to the LGC's role to ensure that appropriate action is taken. 7. To participate in the governance strand of a school's Ofsted inspection, or SIAMS inspection in the case of a Church of England school. 8. To ensure that suitable full-time education for any pupil of compulsory school age is arranged where the pupil has a fixed-period exclusion of more than five school days.
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		<p>21. To provide scrutiny and evaluation of the trust's responsibilities for health and safety and information governance.</p> <p>22. To have oversight of any reported or emerging safeguarding issues relevant to the Committee's role to ensure that appropriate action is taken.</p>		
Core purpose 3 - Engagement				
<p>17. To evaluate the outcome of stakeholder engagement with pupils, parents, staff, communities and partners to inform the trust's priorities. To communicate and engage with the trust's stakeholders to develop its reputation and profile.</p>	<p>14. To contribute to the evaluation of stakeholder engagement, particularly with pupils and parents, to inform the trust's priorities.</p>	<p>23. To contribute to the evaluation of stakeholder engagement to inform the trust's priorities.</p>	<p>11. To contribute to the evaluation of stakeholder engagement, particularly with staff and the governance community, to inform the trust's priorities.</p>	<p>9. To evaluate the outcome of stakeholder engagement with pupils, parents, staff and communities to inform the school's priorities. To communicate and engage with the school's stakeholders to develop its reputation and profile.</p>

Newcastle Research School



Newcastle Research School is funded by the EEF and we are part of a national network of research schools mobilising evidence into practice.

We gained accreditation in 2019 and were re-accredited in 2022.

Our purpose is to break the link between family income and educational achievement.


Our aims are:

To develop strategic and sustainable relationships through the region to support the work of the EEF and the research school

To promote evidence and how it can impact on practice through blogs, exemplification and engagement events

To deliver training to partners, trusts and schools to support evidence informed school improvement

To develop a deep understanding of evidence within our trust and impact on pupil outcomes. This work is driven by our trust Evidence Leaders of Education who are senior leaders within each of our schools.

A decorative graphic at the bottom of the page consisting of several overlapping, rounded shapes in shades of blue, teal, and yellow, resembling a stylized landscape or a series of hills.

Nurture | Educate | Achieve | Transform

NEAT Evidence Leaders of Education (ELEs)

As an accredited Research School our aim is to develop NEAT evidence leaders of education within each school to drive forward an evidence-informed approach to school improvement within our schools, across the trust and beyond

The purpose of an ELE is to support their school in using evidence-based practice in their own context. ELEs will be experts in using research and evidence to inform practice in the classroom, and combine their knowledge, interpersonal skills, and coaching skills to help to make evidence-based practice a reality.

ELEs will have access to a wealth of research and tools to guide school improvement, from accessing relevant high-quality training, disseminating practical strategies for the classroom, and using an evidence informed approach to impact on pupil outcomes. The role will also enable schools to realise a long-term vision for evidence engagement at all levels.

What is expected?

- ELEs must be in a senior position within school to afford change.
- ELEs must have the interest and capacity to commit to this role equivalent to ½ day per week.
- ELEs will attend the half-termly Quality of Education meetings and feedback messages to their SLT as well as within and across their schools.
- ELEs will drive forward the Quality of Education strategic priorities. There will be opportunities to collaborate with ELE within the trust.
- ELEs must contribute ongoing research, blogs and exemplifications termly
- ELEs must champion the work of NRS

What is supported?

- ELEs will work collaboratively during the year
- ELEs will have access to all relevant NRS and EEF training

What is rewarded?

Newcastle Research School is one of only of 38 research schools within England and only 4 within the North East. This is a unique opportunity to be at the forefront of evidence informed practice.

- Opportunity to develop evidence informed practice to impact on pupil outcomes
- Opportunity to access NRS and EEF training
- Opportunity to contribute to blogs and exemplification
- Opportunity to deliver training as part of NRS

Impact 22-23

- Developing of QFT in school
- Building reputation of trust
- Building evidence informed practitioners
- Unique opportunity to develop as a professional, think strategically and lead with impact

NEAT Experience

A guaranteed experience for all learners across NEAT schools to grow effective learners who display the characteristics of an effective NEAT learner.

Resilient

Responsible

Creative

Effective communicator

NEAT Experience- Cradle to Career

Our Shared Purpose

We exist to nurture, educate, achieve, transform together.

- Nurture** We support and challenge to enable growth
- Educate** We prepare successful lifelong learners
- Achieve** We strive to be the best we can be
- Transform** We provide experience and opportunities that enrich and empower

Our Vision

One trust, working with partners to grow potential.

Our Values

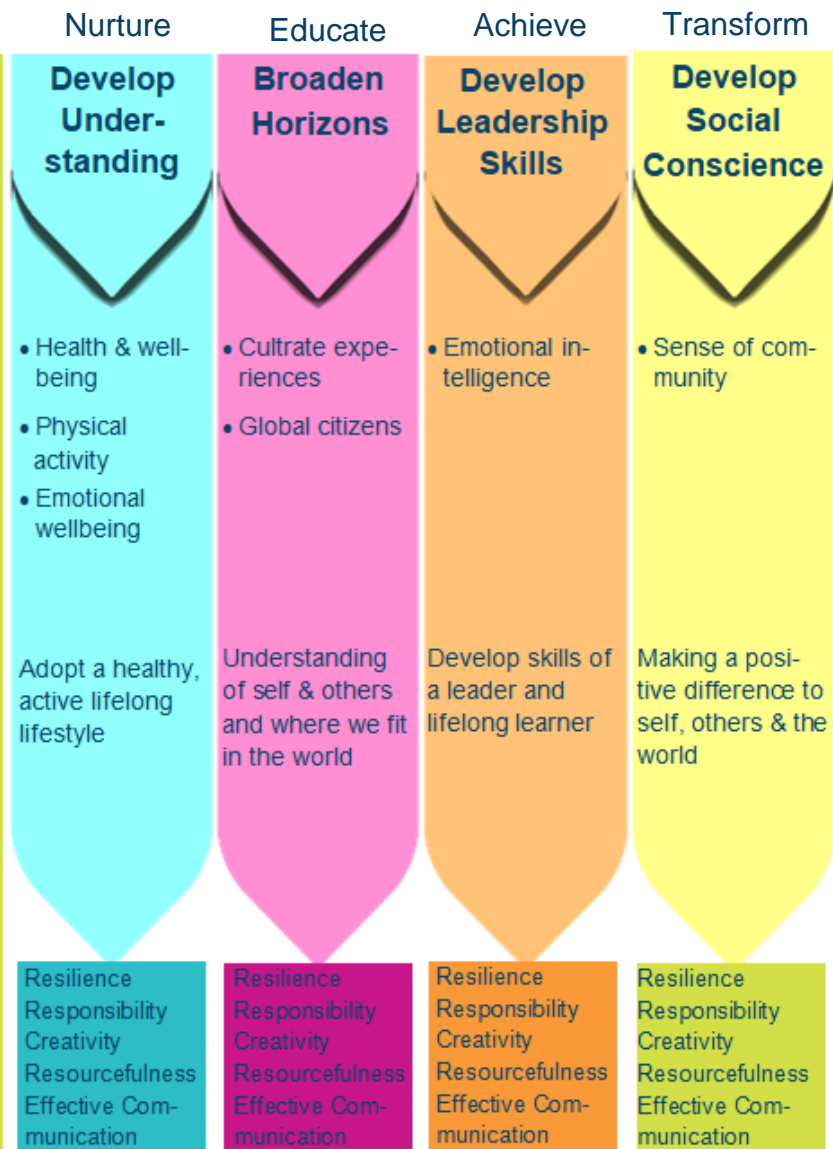
- Aspirational - We aim high for ourselves and others.
- Collaborative - We are best when we work together as one trust.
- Inclusive - We welcome and value every individual and foster a sense of belonging.
- Innovative - We are creative and forward thinking in our work.
- Responsible - We act professionally and ethically in the best interests of the trust community.

Attributes of an Effective Learner

- Resilient
- Responsible
- Effective communicator
- Creative

Gatsby

1. Stable careers programme
2. Learning from career & labour market info
3. Addressing the needs for each pupil
4. Linking curriculum learning to careers
5. Encounters with employers & employees
6. Experiences of workplaces
7. Encounter further & higher education
8. Personal guidance



NEAT professional development.

NEAT Professional Development Offer 23-24

Date	Time	Event	Venue	Process
18/9/2023	4:00-5:30pm	Appraisal Training	Headley Court	Link attached to Issue 1 Bulletin
20/9/2023	3:30-5:00pm	Twilight - Relational	Virtual	
21/9/2023	ALL DAY	<u>PiXL</u> National Conference	London	
PAT Version 2	25/09/2023	4-5pm	Central Walker	Email admin@neatat.org.uk with an expression of interest
26/9/2023	4:00-5:30pm	Appraisal Training	Headley Court	Link attached to Issue 1 Bulletin
28/9/2023	8:45-3:30pm	OTP Training	Kenton Bar Primary	Email admin@neatat.org.uk with an expression of interest
5/10/2023	9:00-3:00pm	NRS SEND Conference	Grand Hotel - Gosforth	Follow the link in the SENDCO flyer attached to Issue 4 of the weekly bulletin
11/10/2023	3:45-4:45pm	Trust Staff Meeting		

NEAT Professional Development Offer 22-23

12/10/2023	8:45-3:30pm	OTP Training	Kenton Bar Primary	Email admin@neatat.org.uk with an expression of interest
18/10/2023	1.00-4.00pm	Learning Behaviours session 1	NEAT	Link attached in bulletin
24/10/2023	4:00-5:30pm	Difficult Conversation Training	Headley Court	Link in weekly bulletin
26/10/2023	8:45-3:30pm	OTP Training	Kenton Bar Primary	Email admin@neatat.org.uk with an expression of interest
PAT Version 2	08/11/2023	12-12:30pm	Virtual - Heads Only	Google meeting link will be shared to all heads prior to the meeting.
8/11/2023	9.00-3pm	Metacognition into Practice	NEAT	Link attached in bulletin
7/11/2023	1.00-4.00pm	Learning Behaviours session 2	NEAT	Link attached in bulletin
15/11/2023	9.00-3.00pm	NRS Metacognition Day 1	NEAT	Flyer attached in bulletin
11/12/2023	1.00-4.00pm	Learning Behaviours session 3	NEAT	Link attached in bulletin
6/12/2023	3:45-4:45pm	Trust Staff Meeting		
6/12/2023	3:30-5:00pm	Twilight - Relational	Virtual	

NEAT Professional Development Offer 22-23

17/1/2024	9.00-3.00pm	NRS Metacognition Day 2	NEAT	Flyer attached in bulletin
18/1/2024	8:45-3:30pm	CTP Training	Kenton Bar Primary	email admin@neatat.org.uk with an expression of interest
24/1/2024	3:45-4:45pm	Trust Staff Meeting		
24/1/2024	3:30-5:00pm	Twilight - Relational	Virtual	
7/2/2024	9.00-3.00pm	NRS Metacognition Day 3	NEAT	Flyer attached in bulletin
15/2/2024	8:45-3:30pm	CTP Training	Kenton Bar Primary	email admin@neatat.org.uk with an expression of interest
27/2/2024	1.00-4.00pm	NRS Metacognition peer review	NEAT	Flyer attached in bulletin
28/3/2024	ALL DAY	NEAT Training Day	TBC	
15/5/2024	3:45-4:45pm	Trust Staff Meeting		
21/5/2024	1:00-4:00pm	KS1 Moderation	Headley Court	
22/5/2024	1:00-4:00pm	KS2 Writing Moderation	Headley Court	
26/6/2024	3:45-4:45pm	Trust Staff Meeting		

Example Documents

NEAT Group Governance Visits Protocol



Governance Visits Protocol FINAL 1.0 (February 2022)

1 Purpose

The purpose of this protocol is to ensure that governance volunteers understand:

- the purpose of governance visits within the context of the roles and responsibilities of the NEAT Academy Trust Board of Directors/school's local governing committee (LGC), as set out in the NEAT Scheme of Delegation, or the NEAT Active Ltd Board of Directors; and
- the expectations for carrying out visits including planning, preparation, expected conduct and reporting back to the board or LGC.

This should help to ensure visits are well planned, focus on school/trust/company priorities and have a positive impact. It should also ensure that staff involved in visits are clear about the purpose of a visit and how they will be conducted.

2 Scope

We will use this protocol whenever we intend to carry out a governance visit to a school, the trust's central services or the trust's subsidiary company, as part of the quality assurance role of the LGC and the boards.

We may also visit the school or trust in an informal capacity, for example to 'keep in touch', to attend celebrations and events or as part of our induction/CPD as a governance volunteer. This helps the boards and LGCs to be visible and meet pupils, parents/carers, staff etc. This type of visit is outside the scope of this protocol and is not part of the trust's accountability and quality assurance process, although informal verbal feedback may be provided.

Note: Occasionally board directors and LGC members may offer direct support to staff because they have professional/personal expertise in an area of activity. This type of support is outside the role of a governance volunteer and care should be exercised by governance volunteers to ensure that they – and the staff they engage with – are aware of this distinction. Any activities (including visits) to provide direct support are not covered by this protocol. Board directors and LGC members should ensure that any direct support they provide is consistent with the direction set by the trust and its policies, procedures etc; advice should be sought in the first instance from the NEAT Head of Governance and Policy, who will identify the relevant trust lead to provide further guidance.

In all cases, whatever the reason for the visit and regardless of whether it is in scope of this protocol, we will conduct ourselves appropriately in terms of communication, confidentiality etc in accordance with the [NEAT Group Code of Conduct for Directors and Local Governing Committee Members](#). We will ensure we make the following people aware of any intended visit: the Headteacher in case of a visit to a school, the CEO in the case of a visit to the NEAT Central Services or the Executive Director in the case of a visit to NEAT Active Ltd.

3 Principles

We visit schools/the trust/the company on a planned, regular basis as part of our quality assurance role. This allows us to:

- better understand its strengths and areas for development;
- evaluate how strategies, policies and procedures are working in practice;
- find out how resources are being used;
- talk to staff, pupils/service users and parents/carers about their experience of the school/trust/company, what is working well and how things could improve;
- show that we are interested in school/trust/company life and experience first-hand the culture and ethos; and
- recognise the efforts of pupils and staff.

4 Focus for visits

- We will ensure that visits have a strategic, rather than operational, focus. Visits will focus on:
 - strategic priorities, as set out in School Development Plan or the trust/company's Strategic Plan, and key policies;
 - scrutiny and evaluation of progress and impact: are the things people say are happening actually happening? are they having the intended impact?; and/or
 - seeking assurance that the needs of pupils are being met e.g. safeguarding and SEND and/or the needs of staff are being met e.g. wellbeing, professional development.
- We will identify the specific focus of an individual visit as part of the planning process - see below.

Note: Trust board directors in particular may carry out a series of linked visits to different schools/central services as part of their scrutiny and evaluation of a trust-wide area of focus. Alternatively, people from different schools/services may be brought together in a single visit for the same purpose.

5 Nature of visits

We will usually plan visits to include a range of activities as this gives us the best opportunity to get to know the school/trust/company well and compare evidence from a number of sources. Depending on the focus of the visit, we may:

- meet staff with leadership responsibility for a specific strategic priority or area of responsibility, such as safeguarding or SEND;
- talk to staff and pupils;
- experience an activity first-hand e.g. spend time in classrooms to see sequences of learning being taught/view examples of pupil work.

Note: In a school context it is important to distinguish between the scrutiny and evaluation activities undertaken by governance volunteers and the monitoring activities undertaken by school leaders (which may include learning walks, lesson observations, work scrutiny etc). The role of governance volunteers is to get to know the school well, not to make professional judgements about, for example, the quality of teaching. On occasion governance volunteers may accompany school leaders or school improvement leads when they carry out their monitoring activities as this is time-efficient and minimises workload for school staff. However it is only school leaders or school improvement leads who will make professional judgments about what they

NEAT Group Governance Visits Protocol

have seen; the role of the governance volunteer in this type of activity is limited to quality assuring the school's monitoring process, even if the governance volunteer is themselves an education professional. It is important that staff involved in such joint activities are aware of this distinction in role between governance volunteers and school leaders.

6 Planning visits

- As a LGC or board, we will plan a schedule of scrutiny and evaluation activities, including visits, for each school year linked to the trust's improvement planning cycle. We will base our plan on a review of the trust/school's priorities, development plans and milestones, which will identify key questions/lines of enquiry that we want to follow. We will review the plan, usually at least termly, in light of the evidence we consider at our meetings (e.g. updated school development plan/strategic plan, internal and external data, internal and external reports, reports of previous governance visits, stakeholder voice).
- When making this plan, we will consider:
 - how the visit fits with the schedule of meetings, to allow for timely feedback to and discussion by the board/committee;
 - how to avoid visits clashing with important events and/or busy periods in school/trust/company life;
 - the workload implications for staff who are likely to be involved in the visits; and
 - the board/committee's own capacity to fulfil the schedule.
- We will agree the schedule of visits with school/trust/company leaders, who will ensure that the timing of visits allows LGC members/board directors to see relevant activities and talk to the relevant people.
- We acknowledge that there are circumstances when it may be appropriate and more convenient to carry out a visit virtually. When planning whether an individual visit will be face-to-face or virtual, we will take into account that virtual visits do not allow us to readily experience school/trust/company life, culture and ethos first-hand and that it is not possible for governance to be effective without regular in-person visits (accepting that prevailing circumstances may make this difficult at certain points in time).
- We will arrange each individual visit through the Headteacher/CEO/Executive Director, with adequate notice, and agreed with the relevant staff members.

7 Preparing for visits

We will prepare for visits by:

- ensuring we are aware of the key questions/lines of enquiry the visit is intended to explore;
- reading any background information relating to the focus of the visit, such as relevant sections of the school development plan/strategic plan, performance data, policies and stakeholder information;
- being familiar with any supporting materials, tools, checklists etc that may be available and are relevant to the focus of the visit;
- noting any specific points/questions to cover during the visit; and
- liaising with the Headteacher/CEO/Executive Director and/or relevant member of staff about the arrangements.

Note: The NGA has developed suggested [questions for governor and trustees to ask](#) – these may be referred to when developing any specific points/questions to cover, although care should be taken to ensure they are relevant to the school's/trust's context. Kennell Education Solutions provide [safeguarding resources for governors](#). Your Clerk can support identifying suitable resources that may be available.

8 During visits

We will:

- arrive in good time and follow the local procedures for visitors (such as signing-in and producing identification);
- adopt a friendly approach that puts everyone at ease;
- acknowledge the staff and pupils we meet;
- be respectful of day-to-day operations as a learning environment/workplace, which may cause some disruption to the plan for the visit;
- ask relevant questions that closely linked to the focus of our visit;
- ensure any staff members are aware that any notes we take are for feedback purposes (not to record judgements e.g. on the quality of teaching); and
- behave in line with the [NEAT Group Code of Conduct for Directors and LGC Members](#).

If we witness unacceptable behaviour of pupils, an accident etc during a visit, we will not attempt to deal with this personally but will promptly bring it to the attention of an appropriate member of staff to deal with the incident.

9 After visits

We will:

- usually send a follow up message thanking everyone involved in the visit for their time and assistance;
- use any notes taken during the visit to complete a report to provide feedback to the board/committee as we recognise that the impact of visits is increased when learning is shared through structured feedback: a scrutiny and evaluation activity record template is available in the NEAT – Org – Gov – Governance Resources Team in the Governance Quality Assurance channel;
- complete the report on a timely basis (usually within five working days of the visit) and share it with the Headteacher/CEO/Executive Director for comment including any corrections to ensure factual accuracy (which should usually be returned within five working days of receipt);
- once comments have been received, submit the final version of the report to the Clerk for inclusion with the papers for the next meeting of the board/committee (some LGCs may also require a copy to be provided to the LGC Chair, or circulated to all LGC members, so they are aware the visit has taken place and can review the findings); and
- expect to share feedback on the visit at the next board/committee meeting, particularly to inform the conclusions reached about progress/performance and the review of the key questions/lines of enquiry that will be pursued next term.

Further learning

The NGA Learning Link e-learning module [Governance Visits to Schools](#) is a 10-minute video that provides practical guidance for governance volunteers about planning, preparing for and carrying out visits. It is consistent with this protocol and is recommended for governance volunteers without experience of visits or for anyone who would like a refresher of good practice. It is a recommended activity in the NEAT LGC Member Induction and Development Plan for new appointments.

Notes: At the end of the video, it recommends model resources to review/use – please note that:

- Governor Visit report: as explained in the After visits section above, the trust has its own template document;
- Governor Visits Policy: the NGA's model policy is the basis for this protocol;
- Governor Visits Schedule: the trust has its own pro-forma for planning scrutiny and evaluation activities including visits
- NGA Guide to School Visits document: this is a helpful resource but the content is already included within this protocol.

LGC Scrutiny & Evaluation Plan Template

School: Name LGC Scrutiny and Evaluation Plan Year: 2021-22

Updated by: Initials
Date: Date

	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	Early Years	SIAMS	Broader scrutiny
Criteria	<ul style="list-style-type: none"> Curriculum Intent, implementation, impact Breadth and depth (what, why, how you know) Progress and outcomes All, SEN, PP Reading provision 	<ul style="list-style-type: none"> Relationships within and across school Exclusions Attendance Attitudes to learning Environment 	<ul style="list-style-type: none"> Careers and Gatsby Citizenship Equality and diversity Parental support and the impact Cultural capital and character development SMSC 	<ul style="list-style-type: none"> Safeguarding Governance Staff- workload/ harassment Community engagement CPD and impact Vision, values and culture 	<ul style="list-style-type: none"> Design of curriculum- needs of all Deep, engaged, sustained learning Early reading- Phonics and vocabulary development 	<ul style="list-style-type: none"> Vision and Leadership Wisdom, Knowledge and Skills Character Development: Hope, Aspiration and Courageous Advocacy Community and Living Well Together Dignity and Respect The impact of collective worship The effectiveness of religious education 	<ul style="list-style-type: none"> Pupil premium and catch-up funding PE & Sports funding SEND LAC Performance management
Key questions							
Autumn Term							
Key activity school							
Key activity LGC				Date tbc: Safeguarding visit and annual safeguarding audit			w/c 1 st November – date tbc: Scrutiny of appraisal and pay recommendations w/c 22 or 29 November – date tbc: Scrutiny of PE Lead's self-reflection audit and emerging priorities

LGC Scrutiny & Evaluation Plan Template

School: Name LGC Scrutiny and Evaluation Plan Year: 2021-22

Updated by: Initials
Date: Date

							for PE and Sports funding w/c 29 th Nov, 6 th Dec or 13 th Dec - date tbc : Scrutiny of PP and recovery premium funding including draft strategy statement ahead of approval of document by LGC (via Chair's action) which must be published by 31.12.21
Outcome and next steps							
Spring Term							
Key activity Spring school							
Key activity Spring LGC							
Outcome and next steps							
Summer Term							
Key activity Summer school							
Key activity Summer LGC							
Outcome and next steps							

School: Date:		Present:		
Aspect of key focus and the rationale as to why this is the focus (align to school SEF where relevant)	Main aspects we are looking for Refer to STP	Activities carried out	What we saw and where was the evidence?	Next steps