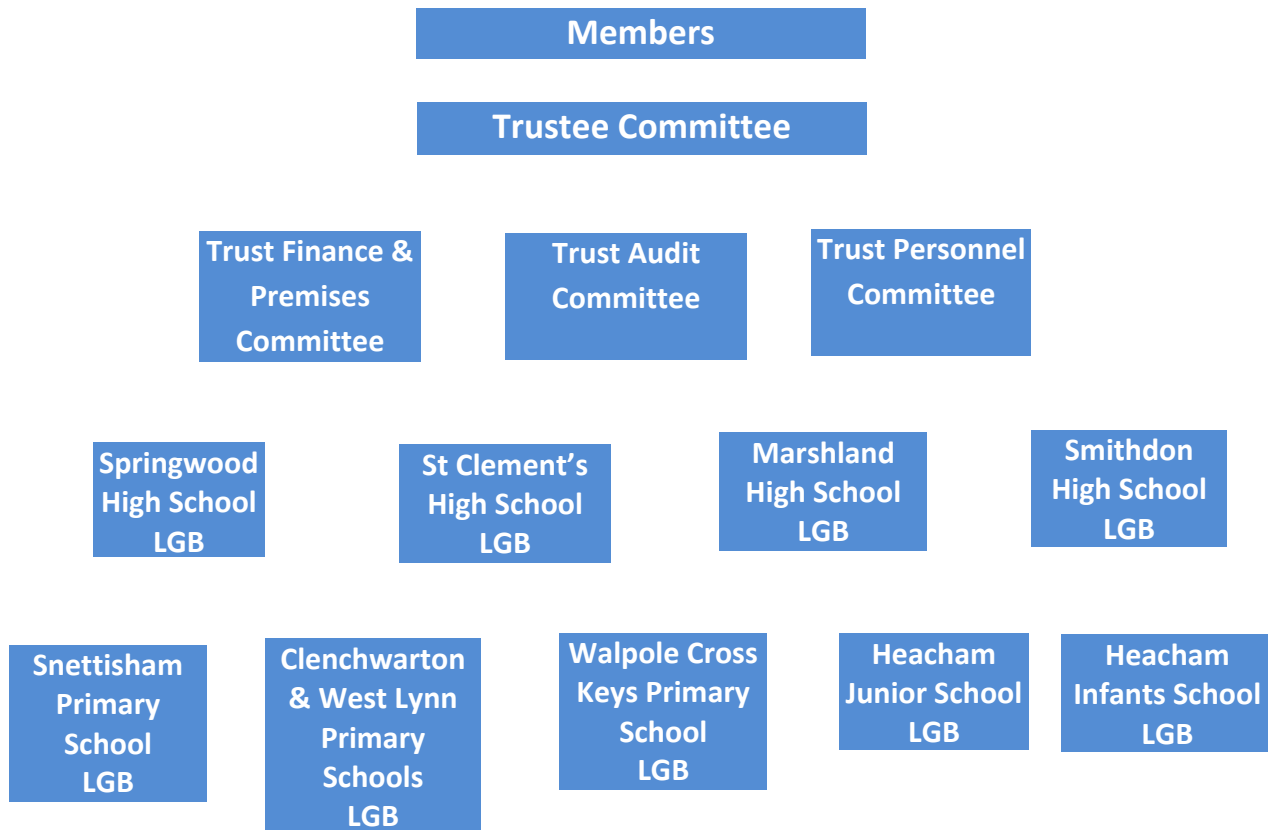




Trustee and Governor Documentation

Governance and Leadership Structure

The West Norfolk Academies Trust has the following Governance structure.



- The members comprise of a small number of Trustees who act as the “shareholders” for the company.
- The Members elect the Trustees (including the Chief Executive Officer – the only paid member of the Trustees)
- The Trustees have overall accountability for all the schools within the multi-academy trust.
- The Trustees (via sub-committees) manage all finances (including audit), premises and personnel issues of all the schools
- The Chief Executive Officer runs the Trust on a day to day basis, line managing the executive team members and is held to account by the Trustees
- The Trust employs a fully trained OfSTED inspector who advises the board
- The executive team consists of the Executive Primary Headteachers, The Headteachers of the Secondary schools, the Director of Standards and the Director of Quality
- The local governing bodies oversee the performance of their school(s) working within the scheme of delegation (attached). Their main purpose is to actively challenge and support the school through effective monitoring of school performance data
- The local governing bodies are led by a Trust appointed chair and contain a majority of Trust appointed Governors alongside elected staff and parent governors
- The Trustees may attend local Governing body meetings but the main method of communication between the Trust and the local governing bodies is via Governor Minutes and the Executive team reports to the Trustees.
- The Chief Executive Officer and the Chair of the Trustees will meet as required with the chairs of the local governing body.

Trust Strategic and Educational Vision

Our Academy trust has four areas of strategic development for our schools;

- To produce world class standards of student achievement
- To further improve student and community engagement
- To develop an excellent standard of Teaching and Learning
- To provide and maintain world class resources for our school community

Our vision is for every student to realise excellent achievement and progress through the development of a high challenge and high support achievement culture.

We work hard to ensure that every student is known and engages with their school.

We believe in flat management structures where leaders, managers, teachers and support staff work collaboratively to ensure that every student achieves.

Our schools work for the benefit of the young people in our care and for the local communities which we serve.

Staff across all Trust schools will work closely together to improve teaching and learning approaches for our students.

Our Values

The Trust values:

- 1. Our students**
Every student in a Trust school being proud of their school and playing an active role within it.
- 2. Our Students' Life Chances**
Every student achieving the best possible academic qualifications which lead to greater future life chances.
- 3. Continuous Improvement**
Ensuring that every Trust school continually improves.
- 4. Our staff**
The Trust will develop, challenge and support them to succeed in their role
- 5. Collaboration**
Our Schools work together with other schools locally and nationally for mutual benefit.

Strategic Objectives 2016-2018

Our strategic objectives for the next two years are;

1. To ensure excellent academic achievement and progress in all schools
2. To ensure all schools become at least good and existing good schools become outstanding
3. To provide excellent central services to our schools to ensure financial sustainability for the Trust
4. Maximise the educational benefit to each school from working within The Trust

Our Governance Structure

West Norfolk Academies Trust

Core Roles

- To approve and oversee the Trust's development plan
- To act as the single employer over all partner schools
- To provide a financial and capital strategy for the trust schools

To oversee

- Finance and Personnel issues of the Trust schools
- A trust wide staff development programme
- Excellent quality assurance

Local School Governing Body and Sub Committees

Each school maintains their unique ethos and identity led by a locally formed Governing body

The local Governing body will contain trust appointed members alongside elected staff and parent Governors.

Core Roles

- To ensure that the students of the local school receive maximum benefit from the resources available to them
- To oversee the school development plan
- To ensure a strong and positive engagement with the local community
- To ensure high standards of student achievement and engagement
- To challenge and support the Trust

The Achievement and Curriculum Committee

Student achievement is the highest priority within each school. The Achievement and Curriculum will oversee the attainment, progress and engagement of all students at each school.

Core Roles

- To ensure accurate and consistent performance data to inform Governors and to enable them to challenge and support
- To oversee the progress and achievement of all students within the school
- To ensure that pupil premium funding impacts on the achievement and progress of disadvantaged students
- To ensure a world class curriculum is delivered
- To know the quality of teaching and learning within the school and how it will be further improved
- To co-ordinate the link governor programme with each subject area

Our Schools

Springwood High School (Original sponsor school)

St Clement's High School (February 2014)

Snettisham Primary School (July 2014)

West Lynn Primary School (September 2014)

Clenchwarton Primary School (October 2014)

Marshland High School (November 2015)

Walpole Cross Keys Primary School (April 2016)

Heacham Junior School (June 2016)

Heacham Infants School (November 2016)

Smithdon High School (January 2017)

Trustees' Profiles

The Governing Body at Springwood High School has been stable for the last three years and includes skilled and experienced professionals who challenge and encourage the Head and leadership team. Several of these Governors are Trustees and form the Board of the West Norfolk Academies Trust.

- **Roger Livesey** (Chair of Governors, Chair of Trustee Committee) Governor for 26 years. Took the School through Academy conversion in six weeks. Retired Secondary School Leader. Led the Governing Body to achieve outstanding in 2011 Ofsted Inspection and received a Certificate of Excellence in 2012 from the local authority in recognition of his outstanding contributions to School Governance.
- **Amanda Arterton** (Vice Chair of Governors, Chair of Curriculum and Achievement Committee) Governor for 14 years. A local business woman who is much respected and actively involved in King's Lynn Town Centre Partnership. A professional actress, with extensive involvement in local drama groups Amanda's expertise is invaluable in supporting the Arts within the School.
- **Tony Yates** (Member of Personnel Committee) A civil servant for 23 years who has worked in Local Government for the past 15 years in Electoral Services. A Governor with 13 years' experience he is a member of the County Admission Forum and also a member of the Independent Appeals Panel at Marshland High School
- **Roger Allflatt** (Member of Finance Committee and Personal Committee). Governor for the last 20 years and previous Chair of Governors. Roger is a respected local businessman and the Director of two companies. He has been a member of Rotary for over 25 years and has extensive involvement amongst local organisations and community projects
- **Andy Johnson** Headteacher at Springwood High School for the last four years. Previously a successful senior leader in four schools. Worked nationally for the Specialist Schools Trust on raising achievement programmes. Governor at Nene Park Academy, Peterborough. Previously Chair of Governors at two Primary Schools in Peterborough.
- **Sue Lunnun:** Recently retired, successful Primary Head for 16 years including the last 7 years as an Executive Head. Sue has been involved in a number of NCSL programmes including being a consultant Leader on the Primary Leadership programme and is an accredited SIP.
- **Kevin Baldwin:** A very experienced Governor, both of secondary and primary schools. Provides Governor Training across schools in the area.
- **Peter Harris:** (Chair of Finance Committee) A governor for 12 years he has 34 years of experience in Retail Banking and currently 13 years as a Utility Broker. He is involved in a number of local organisations in the community and is an active member and Past District Governor of Rotary International.
- **Paul Bland:** Retired local business man. He is a magistrate and chairman of Norfolk Magistrates Association. He is President of West Norfolk Chamber of Commerce and is also actively involved in many other local organisations.
- **Lesley Bambridge:** A local West Norfolk person who has had a successful career in senior management working in various businesses in the London area. She has had a project worker role with the education business partnership for Norfolk. Lesley is an experienced Governor. She is also a trustee for three charities and is Chairman of the King's Lynn Child Contact Centre and serves on the St Margaret's with St Nicholas Parish Trust. She is also an elected Councillor for a King's Lynn Ward.

- **Nick Daubney:** (Member of Finance Committee) A Local Businessman. Nick is an elected Councillor.

Local Governing Body

Terms of reference: Secondary Schools

- *A minimum of 6 full governors must attend each meeting in order to be Quorate*
- To consider the school's development priorities
- To consider standards and other matters relating to the school's curriculum, including statutory requirements and the School's Curriculum Policy/Statement
- To set attainment targets for the appropriate Key Stages and for the school, and targets for reducing pupil absence rates
- To monitor performance data particularly with reference to progress towards GCSE targets
- To consider curricular issues which have implications for Finance and Personnel decisions. Reviewing curriculum and staffing plans in January ready for the following September.
- To review such curriculum policies as legally required or deemed appropriate
- To ensure that the school complies with relevant legislation relating to equality and diversity, e.g. Disability, Gender, Community Cohesion
- To monitor compliance in relation to curriculum delivery regarding sex education and religious education
- To review the School Self-Evaluation Form, and ensure that identified priorities inform the School Improvement & Development Plan
- To oversee arrangements for individual governors to take a leading role in each curriculum area as well as the provision, in SEN, Literacy, and Numeracy. To receive regular reports from them
- To review special needs provision on a termly basis with regard to needs and funding streams from the Cluster
- To monitor the child protection and safeguarding procedures, including the annual statement. To monitor exclusions and attendance.
- To oversee arrangements for educational visits, and ensure that an Educational Visits co-ordinator is appointed

These terms of reference are agreed by the Trustees

May 2016

Terms of Reference: Primary Schools

- *A minimum of 3 full board members must attend each meeting in order to be Quorate*
- To consider the school's development priorities
- To consider standards and other matters relating to the school's curriculum, including statutory requirements and the School's Curriculum Policy/Statement
- To set attainment targets for the appropriate Key Stages and for the school, and targets for reducing pupil absence rates
- To monitor performance data particularly with reference to progress in Numeracy and Literacy
- To consider curricular issues which have implications for Finance and Personnel decisions
- To review such curriculum policies as legally required or deemed appropriate
- To ensure that the school complies with relevant legislation relating to equality and diversity, e.g. Disability, Gender
- To monitor compliance in relation to curriculum delivery regarding sex education and religious education
- To review the School Self-Evaluation Form, and ensure that identified priorities inform the School Improvement & Development Plan
- To oversee arrangements for individual governors to take a leading role in specific areas of provision, e.g. SEN, Literacy, Numeracy. To receive regular reports from them
- To review special needs provision on a termly basis
- To monitor the child protection and safeguarding procedures, including the annual statement
- To oversee arrangements for educational visits, and ensure that an Educational Visits co-ordinator is appointed

These terms of reference are agreed by the Trustees

May 2016