



TRUSTEE AND GOVERNOR INFORMATION

2025-26

The Role of the Local Governing Body within West Norfolk Academies Trust (W.N.A.T.)

Underlying principles:

The responsibility of the local governing body is to ensure that schools deliver the Trust's vision and ethos, supporting and challenging the headteacher on the deliver and impact of the school's individual targets.

The Vision for our Trust

Our vision is for every student to realise excellent achievement and progress.

West Norfolk Academies Trust will achieve this through:

- Developing an excellent standard of teaching and learning
- Continuing to improve student and community engagement
- Providing and maintaining World Class resources for the whole community
- Producing World Class standards of achievement

Our Mission:

West Norfolk Academies Trust is a successful multi-academy trust supporting and challenging a group of primary and secondary schools to provide an excellent education for the young people of West Norfolk.

Our schools work together to ensure maximum benefit for all students through economies of scale and shared resources, at the same time maintaining each school's unique identity and ethos.

We achieve this by:

- Ensuring that every student is known and engages with their school.
- Working for the benefit of young people in our care and the local communities which we serve.
- Collaborating across the Trust ensuring the best teaching and learning approaches are utilised in order to support students.
- Providing a management structure where leaders, managers, teachers and support staff work collaboratively for the best interests of all students.
- Ensuring staff feel fully supported and challenged in order to succeed and develop their career within the Trust.
- Continually review ourselves against our vision and values and strive to improve.

The Values of our Trust

Students

Every student in the Trust is given the very best experience resulting in students who excel in their learning, feel safe, participate and ultimately are proud of their school.

Extending learning

We pride ourselves on the extra-curricular activities we offer across the Trust as we believe that students benefit from experiences beyond the classroom.

Inclusive

Every student and member of staff is inclusive and consistently demonstrates respect and acceptance to each other.

Staff

We create a climate that gives opportunities for all staff to feel valued. We recognise and cultivate talent.

Collaboration

We work collaboratively with other organisations both locally and nationally to provide the best for our students and staff.

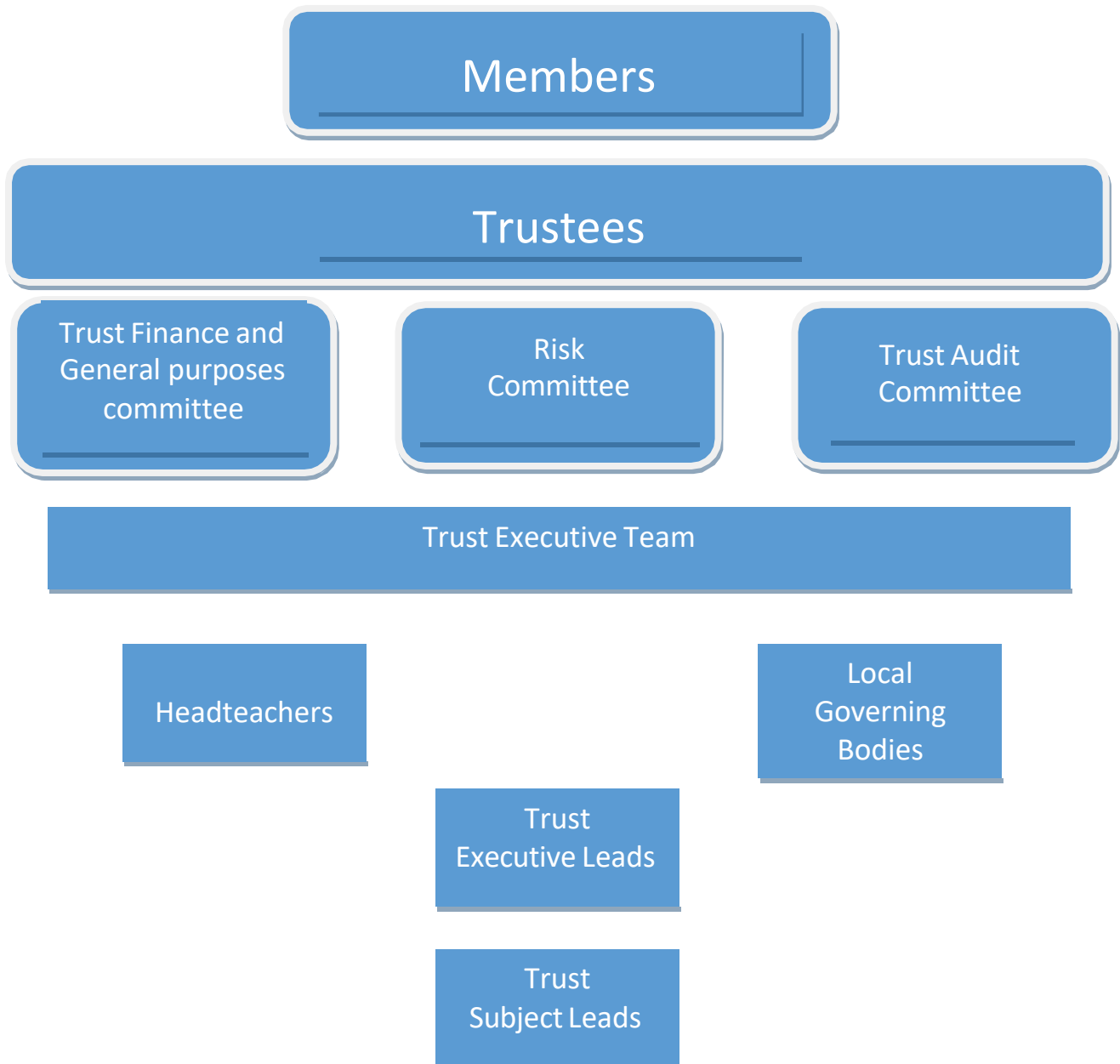
The Roles of the Members, Trustees and Local Governors

All Members, Trustees and Local governors should adhere to the Nolan 7 principles of public life which are;

1. Selflessness – holders of public office should act solely in terms of the public interest.
2. Integrity – holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.
3. Objectivity – holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
4. Accountability – holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness – holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.
6. Honesty – holders of public office should be truthful.
7. Leadership – holders of public office should exhibit these principles in their own behaviours. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

The Trust Governance Structure



Trustees and Members

- The members comprise of a small number of Trustees who act at 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 areas of all the schools
- The Trustees review and agree the policies outlined in appendix 1
- 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 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 Trustees all have a link to one of the schools within the Trust.
- The Chief Executive Officer and the Chair of the Trustees will meet termly with the chairs of the local governing body.
- The Trust Executive leads and subject leads report to the Trustees as appropriate

The Requirements of Local Governors

There are three key requirements for each Local Governor;

Be prepared

1. Get to know the school through reading, discussion, and meeting the Headteacher and Chair of the LGB.
2. Read the legal framework for the school and the operations of the Trust by reading material issued to you (Articles of Association, Funding Agreement, Scheme of Delegation, Ofsted inspection framework) and seek clarification where necessary.
3. Reading educational news articles in the press.
4. Commit to training and development opportunities organised by or through the Trust.

Actively participate

1. Attend meetings of the Local Governing Body, and any working groups that you are part of. Regular attendance at meetings is considered a minimum requirement.
2. Read all papers for meetings in advance of the meetings and then ask questions that provide clarifications, challenge or that aid further understanding of the issues and so help discussion about the decisions required.

3. Contribute at meetings, ensuring that you speak, act, and vote in what you believe to be the best interests of the school (while some Governors are elected by a particular part of our community, the responsibility of all Governors is to the school as a whole).
4. Agree to undertake a 'Lead Governor' role and fulfil it diligently if required.

Act appropriately

1. Work as a member of a team.
2. Respect confidentiality of information and opinions and the need for the LGB to have in-depth and private discussions.
3. Act within the framework of the policies of the Trustees, Local Governing Body and legal requirements.
4. Respect all Local Governing Body decisions and support them in public.

The role of a Local Governor is **not** to:

- Manage operations – that is the role of the Headteacher and senior staff; the role of Governors is to set strategy and hold the Headteacher to account for delivery of that strategy and performance
- Assess the quality of teaching, or the quality of individual staff – that is the role of the Headteacher through teaching and learning and performance management processes; the role of Governors is to ensure that students are making appropriate progress and that educational and HR policies are appropriate and being implemented.
- Make staffing appointments independently of the Trust. The Trust leads on appointments in close liaison with the LGB and Headteacher.

Lead Governor Roles

In addition to being part of the LGB, Local Governors will be expected to have a 'Lead Governor' role which will involve developing a greater understanding of a particular aspect of school life. The Local Governor will be expected to meet relevant staff and ask questions and seek evidence (using the monitoring form) to ensure that policies and procedures are being followed and that performance is as reported to the LGB / Trustees and is acceptable.

The anticipated Lead Governor roles would be:

- Chair of the LGB – to support and challenge the Headteacher and liaise with the Board of Trustees.
- Secondary - Pupils' achievement and progress with a Governor overseeing a "bucket" of Progress 8 (English/Maths, Languages/Humanities/Computing and All other subjects)
- Child protection and safeguarding – to review child protection issues / cases, to ensure that statutory and trust policies are being followed, and contribute to reviews of trust policies to ensure that they remain effective.

- SEND – to understand the strategies for supporting pupils with SEND; to monitor performance of those pupils and seek evidence for the effectiveness of the school support for these pupils; and to contribute to the review of SEND provision and strategies.
- Pupil Premium to understand the strategies for supporting PP students; to monitor performance of those pupils and seek evidence for the effectiveness of the school support for these pupils; and to contribute to the review of PP provision and strategies.
- Curriculum – To monitor the school curriculum to ensure that it is “broad and balanced” alongside promoting extra-curricular engagement and PSHE activities
- Attendance – To monitor student attendance and the effectiveness of the school strategies to improve this area
- To monitor Specific Key Stages or other areas for example, KS3, EYFS as appropriate in line with the school’s development plan
- Website Compliance – To monitor the school website to ensure statutory documents are available.

The role of the Chair of the Local Governing Body

The Chair of the Local Governors has a key role within the LGB. In addition to the obligations and requirements upon all Local Governors that are outlined above, the Chair of Governors will:

1. Meet with the Headteacher at least monthly to understand current performance, issues and opportunities;
2. Be available for the Headteacher as required in the event of urgent situations;
3. Liaise with the Headteacher and Clerk to set the agenda for LGB meetings and to ensure that decisions taken at meetings are implemented and that actions are undertaken;
4. Support the Headteacher in engagement with the Trust, including attendance at and contribution to events organised for Chair of the LGB;
5. With the Headteacher, lead engagement with the Trustees, including regarding any Board appointed vacancies on the LGB to ensure that Trustees are aware of the necessary skills / knowledge / experience that the LGB requires;
6. Meet termly with the Chairs of the other LGBs and the Executive Headteacher, members of the executive team and Trustees with appropriate regularity to ensure effective engagement, understanding, support and challenge within the Trust.

The Vice Chair may undertake the above in the absence of the Chair.

Terms of Reference of the Local Governing Body (LGB)

Purpose

- To implement the curriculum for the school and monitor standards to ensure that every pupil makes the best progress they can and achieves well.
- To set the School Development Plan and monitor its implementation to ensure that the provision and outcomes for all pupils continues to improve.

Membership, Meetings & Quorum

Membership: as approved by the Board of Trustees. The Executive Headteacher has a standing right of attendance, but is not a voting governor. The LGB may invite other members of staff to attend in a non-voting capacity. There must always be at least two governors who were, at the time of their appointment, parents of children at the school; if the LGB is unable to recruit parent governors in two consecutive processes of seeking nominations, the Board shall be entitled to appoint individuals in the accordance with DfE Articles of Association 54A and 56.

Appointment:

- Headteacher – ex-officio
- Parents: Parent governors shall be appointed by the following process:
 - Seeking nominations from all parents based upon skill sets that the LGB's skills audit and the school improvement plan indicate are most important for effective governance of the school;
 - If there are fewer nominations than vacancies, and if the nominees have appropriate skills sets, the nominees are appointed by the LGB, and the LGB then seeks to appoint additional parents with appropriate skills as parent governors to fill any vacancies (posts can be held vacant until the following term where the LGB considers this appropriate, such as to enable parents of an incoming year group to be eligible);
 - If there are more nominations than vacancies, Governors will develop a shortlist of the nominations who have appropriate skill sets (and this process may involve meeting nominees), and an election will be held where the parents / carers of each child attending the school on the date that the election starts are entitled to vote (one vote per child) for the shortlisted nominees. The nominee with the largest number of votes will be appointed by the LGB; if there was more than one vacancy this process shall be repeated until all vacancies are filled (i.e., if two vacancies, the two nominees with the most votes shall be appointed).
- Staff: The Board shall appoint following nominations and election process within the school.
- Trustee appointed: appointed by ordinary resolution of the Board of Trustees based on the skills / experience that is required by the LGB to ensure its effectiveness.

Desirable skills and experiences	Target composition (as a minimum)
• Educational leadership / governance expertise, ideally from both primary and secondary phases, including SEND expertise • Expertise in other public services delivering to our community (i.e., health, children's services) • Legal expertise • Human Resources expertise • Marketing and business development expertise	• 1 Headteacher (ex-officio) • 2 members of staff (One teaching and one support) (via nomination / election / appointment) • 2 parents with appropriate skill sets (nominations sought, then election from a shortlist of suitable nominees) • 5 appointed by the Board of Trustees based on ensuring a

• Local community knowledge and expertise • This list is not exhaustive.	breadth of suitable skills • Composition will vary according to the size and needs of the school.
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- Individuals will be eligible for re-election or re-appointment after four years.
- All Local Governors must comply with the provisions within the DfE Articles of Association for ineligibility as if they were Trustees of the Trust.
- Local Governors of the school must declare conflicts of interest in accordance with the Articles of Association as if they were Trustees of the Trust.
- Meetings: usually six times per year with additional meetings as required.
- Meetings of the LGB will be quorate if 5 or one-half of Governors are present (whichever is the greater); this provision applies to every part of the meeting.
- Each Local Governor shall have one vote. All decisions require a majority of the persons present and entitled to vote. The Chair will have a second and casting vote if necessary.

Local Governing Body Terms of Reference

Subject to the provisions of the Article and this Scheme of Delegation, the LGB may make any decision necessary to provide high quality education within the school. The objectives of the LGB are to ensure that:

- Student performance, progress and outcomes are maximised;
- Resources of the school are used effectively; and
- The school complies with statutory regulations delegated to it from the Trustees.

Specifically, the LGB is to:

- Approve the School Improvement and Development Plan and monitor its implementation, ensuring that it focuses upon:
 - Maintaining and, where necessary, improving the quality of teaching;
 - Closing any identified gaps in performance, be these subjects or identified groups of students;
 - Continuous Professional Development of staff;
- Implement the agreed curriculum and monitor its delivery;
- Recommend educational targets to the Board of Trustees and, once approved, monitor progress towards those targets;
- Monitor staff and financial resources in accordance with this Scheme of Delegation;
- Ensure that Governors have the appropriate skills and knowledge to perform their role, including undertaking training as required; and
- Review and adopt policies in accordance with this Scheme of Delegation (see Appendix 1).

Regarding educational provision and quality, the LGB will:

- review and advise on the school's curriculum policy;
- receive regular reports on progress towards achieving performance targets;

- monitor school based, local and national performance data and reports (e.g., Inspection Dashboard), evaluating levels of progress, attainment and achievement and analysing the performance of different groups and subjects;
- monitor provision to ensure that the school fulfils its responsibilities for pupils with special educational needs and with disabilities;
- monitor the provision for and evaluate the progress and attainment of vulnerable groups e.g., children eligible for FSM (including use of pupil premium), looked after children, young carers, and evaluate the effectiveness of intervention strategies;
- monitor the quality of teaching and learning and evaluate its impact;
- determine, monitor and evaluate the range and the impact of extended activities on pupil learning;
- monitor application of child protection and other policies relevant to safeguarding;
- monitor incidences of bullying, discrimination, etc and advise on appropriate strategies;
- monitor attendance, punctuality and exclusions;
- monitor application of the school's behaviour and discipline policies;
- ensure students are supported to make informed decisions for a healthy lifestyle – physically, emotionally and socially; and

Regarding leadership, management and resources, the LGB will:

- Monitor staffing information, including ensuring that the staffing structure is effective and efficient, monitoring vacancy / agency levels and recruitment, monitoring staff leaving and the reasons for this, monitoring staff attendance, and monitoring the implementation of performance management and the pay policy;
- Review and approve policies as set out in the Scheme of Delegation.

ENGAGEMENT ACTIVITY BETWEEN THE TRUSTEES AND THE LOCAL GOVERNING BOARD

Please refer to appendix 1 for the schedule of meetings for both Primary and Secondary Schools. This also includes the meeting plans for the chair of governors and Trustees.

MECHANISM FOR THE LGB TO COMMUNICATE RISKS AND FOLLOW UP CHALLENGE AND SUPPORT TO THE TRUSTEES ON A REGULAR BASIS

In addition to the information that the LGB will provide to the Trust as set out in the engagement activity described above –

- 1) Minutes of LGB meetings will be provided in a timely manner to Trustees.
- 2) The Chair of the LGB highlights any new potential risks for the attention of Trustees in the minutes. Where a problem is identified the Chair of the LGB will set out how the LGB is proposing to address it or identify what support is needed and whether it is RAG rated amber (manageable) or red (urgent).
- 3) The Risk Register will be completed termly and returned to the Executive team who will analyse and report to Trustees.

- 4) It will be the responsibility of the Executive Team for each school to follow up with the headteacher/Chair of the LGB the impact of the steps the school has taken or the support provided by the Trust and to include this in their reports to Trustees.

Trust Executive Team

- The Executive team will monitor the School Development plan and ensure that it the Trust strategy priorities are encompassed within.
- The Executive team will Quality Assure the school following the Quality Assurance Guide which is agreed by Trustees.
- The Executive team will deploy members of the Trust Executive Team and Trust subject leads to challenge and support schools and feedback to the team and Trustees.

APPENDIX 1 - LOCAL GOVERNING BODY MEETINGS

Secondary Schools

2025 – 2026 Governance / Trustee Schedule

Meeting	Agenda / Meeting Objective	Timing
Term 1 – 3 September – 19 December 2025		
Trustee Meeting	• Safeguarding Presentation and Training • School Outcomes KS4 • School Outcomes KS5 • Governance Attendance Summary for 24-25 • Trustee Link Schools • Ofsted Update (optional) • Windmill Federation Update (optional) • Financial Update • Estates • LGB Recruitment • Policies	Wednesday, 17 September 2025
LGB 1	• Safeguarding Training for Governors • Headteacher's Verbal Report • Key Exam Groups Outcomes- Y11 & Vi Form • Policy Reviews inc. Safeguarding • Website Compliance • Pupil Premium Statements • Recruitment Y7 & Vi Form – Retention Figures • Allocation of Governors to link roles • Governor Training	September 2025
Trustee Meeting	• Trust Languages Strategy • Trust SEND Strategy • SDIP/SEFs Audit • Ofsted Update (optional) • Windmill Federation (optional) • Financial Update • ICT Update • Finance/Risk Committee Brief • Policies	Wednesday, 22 October 2025
Half Term – 27 – 31 October 2025		
Trustee Meeting	• AGM • Approve the Annual Accounts • Approve the Auditors Report • Appointment of Chair and Vice Chair	Wednesday, 17 December 2025

Term 2 – 6 January to 27 March 2026		
LGB 2	• Headteacher's Written Report • Autumn 2025 Data Review • Autumn 2025 Safeguarding Written Report (<i>from start of academic year</i>) • SEND Information Report • SDIP/SEF • Policies • Reports from Governors Monitoring Visits • Governor Training	December 25/January 2026
Trustee Meeting	• Trust Sixth Form Strategy • Trust Early Years Strategy • KS4 Analysis (Yr 11) • Autumn Data Primary • Ofsted Update (optional) • Windmill Federation Update (optional) • Financial Update • Estates • ICT Update • Finance/Risk Committee Brief • Policies	Wednesday, 21 January 2026
Half Term – 16 - 20 February 2026		
LGB 3	• Headteacher's Written Report • Spring 2026 Data Review • Spring 2026 Safeguarding Written Report (<i>from start of Spring term</i>) • Key Focus Presentation (areas of Trust Strategy Plan) • Policies • Reports from Governors Monitoring Visits • Governor Training	March/April 2026
Trustee Meeting	• Secondary Data • Trust Attendance Strategy • Trust Strategy Plan Update • Ofsted Update (optional) • Windmill Federation Update (optional) • Financial Update • Catering • ICT Update • Finance/Risk Committee Brief • Policies	Wednesday, 25 March 2026
Term 3 – 13 April to 17 July 2026		

Trustee Meeting	• Trust Music Strategy • Spring Primary Data • Trust Strategy Plan 2026-27 • Agendas/Dates for Next Academic Year • Ofsted Update (optional) • Windmill Federation Update (optional) • Financial Update • Estates • Finance/Risk Committee Brief • Policies	Wednesday, 10 June 2026
Half Term – 26 – 29 May 2026		
LGB 4	• Headteacher's Written Report • Summer 2026 Data Review • Summer 2024 Safeguarding Written Report (<i>from start of the Summer term</i>) • Key Focus Presentation (areas of Trust Strategy Plan) • Plans for Next Year • Policies • Reports from Governors Monitoring Visits • Governor Training	June/July 2026
Trustee Meeting	• Curriculum Development (Primary & Secondary) • Ofsted Update (optional) • Windmill Federation Update (optional) • Financial Update – 3-year Budgets • Policies	Wednesday, 8 July 2026
End of Term – Friday, 17 July 2026		

Primary Schools

2025 – 2026 Governance / Trustee Schedule

Meeting	Agenda / Meeting Objective	Timing
Term 1 – 3 September to 19 December 2025		
Trustee Meeting	• Safeguarding Presentation and Training • School Outcomes KS4 • School Outcomes KS5 • Governance Attendance Summary for 24-25 • Trustee Link Schools • Ofsted Update (optional) • Windmill Federation Update (optional) • Financial Update • Estates • LGB Recruitment • Policies	Monday, 17 September 2025
LGB 1	• Safeguarding Training for Governors • Headteacher's Verbal Report • SDIP/SEF • Pupil Premium and Sports Grant (if not previously approved) • Website Compliance • Policies (inc. Safeguarding) • Allocation of Governors to Link Roles • Governor Training	September 2025
Trustee Meeting	• Trust Languages Strategy • Trust SEND Strategy • SDIP/SEFs Audit • Ofsted Update (optional) • Windmill Federation (optional) • Financial Update • ICT Update • Finance/Risk Committee Brief • Policies	Wednesday, 22 October 2025
Half Term – 27 – 31 October 2025		
Trustee Meeting	• AGM • Approve the Annual Accounts • Approve the Auditors Report • Appointment of Chair and Vice Chair	Wednesday, 17 December 2025
Term 2 – 6 January to 27 March 2026		

LGB 2	• Headteacher's Written Report • Autumn 2025 Data Review • Autumn 2025 Safeguarding Written Report (<i>from start of academic year</i>) • SEND Information Report • Policies • Reports from Governors Monitoring Visits • Governor Training	December 2025/January 2026
Trustee Meeting	• Trust Sixth Form Strategy • Trust Early Years Strategy • KS4 Analysis (Yr 11) • Autumn Data Primary • Ofsted Update (optional) • Windmill Federation Update (optional) • Financial Update • Estates • ICT Update • Finance/Risk Committee Brief • Policies	Wednesday, 21 January 2026
Half Term – 16 - 20 February 2026		
LGB 3	• Headteacher's Written Report • Spring 2026 Data Review • Spring 2026 Safeguarding Written Report (<i>from start of Spring Term</i>) • Key Focus Presentation (areas of Trust Strategy Plan) • Policies • Reports from Governors Monitoring Visits • Governor Training	March/April 2026
Trustee Meeting	• Secondary Data • Trust Attendance Strategy • Trust Strategy Plan Update • Ofsted Update (optional) • Windmill Federation Update (optional) • Financial Update • Catering • ICT Update • Finance/Risk Committee Brief • Policies	Wednesday, 25 March 2026
Term 3 – 13 April to 17 July 2026		

Trustee Meeting	• Trust Music Strategy • Spring Primary Data • Trust Strategy Plan 2026-27 • Agendas/Dates for Next Academic Year • Ofsted Update (optional) • Windmill Federation Update (optional) • Financial Update • Estates • Finance/Risk Committee Brief • Policies	Wednesday, 10 June 2026
Half Term – 26 - 29 May 2026		
LGB 4	• Headteachers Written Report • Summer 2026 Data Review • Summer 2026 Safeguarding Written Report (<i>from start of Summer term</i>) • Key Focus Presentation (areas of Trust Strategy Plan) • Review Pupil Premium Statement and Sports Strategy/Plans for next year • Policies • Reports from Governors Monitoring Report • Governor Training	June/July 2026
Trustee Meeting	• Trust PE Strategy • Trust SEND Strategy • Ofsted Update (Optional) • Financial Update – 3-year Budgets • Policies	Wednesday, 8 July 2026
End of Term – Friday, 17 July 2026		

Each meeting will consider progress against the School Development Plan/School Priorities and progress against any previously identified vulnerabilities that the Chair of the LGB has reported to the Trust.

Appendix 2

Policies Agreed at Trust Level

- Capability of Staff
- Charging and remissions (HT)
- Teacher of Appraisal
- Teachers' Pay
- Data Protection
- Central record of recruitment and vetting checks
- Health and Safety
- Admissions Arrangements (HT)
- Accessibility Plan (HT)
- Complaints Procedure Statement
- Freedom of Information
- Instrument of Government
- Premises Management Documents
- Equality Information and Objectives
- Staff discipline, conduct and grievance

Policies agreed at Local Governing Body Level

- School behaviour
- Sex education
- Special educational needs
- Behaviour Principles written statement (including exclusions)
- Home-school agreement document
- Minutes of Local Governing body
- School information published on website
- Register of business interests of headteacher and governors
- Register of pupils' admission to the school
- Register of pupils' attendance
- Child protection policy and procedures
- Early Years Foundation Stage

School Website Documents to be reviewed annually by the LGB

- School contact details (including CoG and SENDCo)
- Admission Arrangements
- Examination results
- DfE performance tables
- Curriculum *
- Pupil Premium (review and current)*
- Yr7 Catch up premium (review and current)*
- Primary Sports Premium (review and current)*
- SEND
- Names and roles of LGB
- Values and ethos statement
- Latest OfSTED report
- Moderated by Executive Team