



# GOVERNANCE STRUCTURE

This document sets out the Governance Structure of the Learning Academy Partnership

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The Learning Academy Partnership (South West) is a family of aspirational schools, working together within a School Trust. The Trust has a Church of England Foundation and is a fully inclusive School Trust, welcoming both church schools and community schools, each retaining its own distinctiveness. The Trust is an accredited academy sponsor and as such can welcome schools in all Ofsted categories.

# EMPOWERING EXCELLENCE TOGETHER

## Our Mission

To transform children's lives.

## Core Purpose

To develop, a 'values led' family of exceptional schools that always put children first. Where learners excel and communities are enriched so that the life chances of more and more children are improved.

**Core Values** are our moral compass and drive the way we do things together.

**Collective** We are all one team and we agree to work as one family.

**Excellence** We champion excellence and equality for all and in all that we do.

**Empower** We invest in each other and our communities.

## PRINCIPLES of Excellence

**Core Values are underpinned by our 6 Principles of Excellence**

1. **Priority- Children First** – in every action we take and decision that we make.
2. **Aspirational Expectations – A Culture where** every child will succeed.
3. **Excellence in Teaching and Learning** - Excellent, passionate staff transform children's lives. For our children, we collectively empower excellence.
4. **Professional Development- Investing in People** - Committing to world class, bespoke, Continuing Professional Development. For our staff, we collectively empower excellence.
5. **Distinctiveness** - We embrace, encourage and celebrate the uniqueness of each of our schools, recognising the context of the community that it serves and the curriculum that it offers to meet those needs. For our communities, we collectively empower excellence.
6. **Leadership with Vision and Efficacy** - Working together, we deliver and achieve much more than we could ever do individually. Collective expertise, accountability and financial efficiencies add value and improve outcomes for children.

# COLLABORATION WITH ACCOUNTABILITY AND IMPACT

As a Trust of schools we seize every opportunity to engage in deep collaboration, between and within schools, in order to secure the very best educational experience and outcomes for our children.

Our schools work together within a model of interdependence, partnership and co-construction. By working as a collective of schools, putting the needs of every single child in the Trust first, we are able to bring about sustainable, excellent provision and a culture of innovation and improvement. Quite simply, we ensure that we harness every opportunity to improve the education for our children because we are a Trust of schools.

## **‘Collectively, Empowering Excellence’.**

We are united through our shared moral purpose, aspiration and commitment to each other to be the best that we can be. We share a determination that all our schools will be exceptional, and never be vulnerable, we are a collective with a deep responsibility for all children.

Our model is one of: shared responsibility and accountability; targeted and effective school to school support; challenge and mutual trust. We work through a clearly defined school improvement strategy, including shared expertise and system leadership. We empower one another to excel and be greater than the sum of our individual parts. Together we achieve much more than we could ever do individually.

We passionately believe that every child should have an entitlement to be taught by excellent teachers in excellent schools with leaders that will always **put children first**. We are passionate about promoting, sharing and developing expertise, leading to excellent practice across all our schools. Our motto, rooted in our core values, is simply **‘Empowering Excellence Together’**.

This moral imperative permeates all levels of our organisations. We believe that collaborative partnerships with ‘hard wired’ leadership and governance systems are the most effective way to achieve this aim. A model of effective governance at both Trust and local levels ensures that our offer is robust yet agile in how it meets the needs of every community that we serve.

Our Growth has been based on partnering with schools who share the same moral purpose and vision. Through aligning our shared vision and values within a strong school improvement strategy and operating model, we have become a highly successful, well established Trust consisting of 10 primary schools.

As well as our deep collaboration as a Trust of schools we also work in the wider system, locally and regionally. As a National Support School and English Hub we have the privilege of supporting schools beyond the Trust on their journey. This brings a rich experience to both the school, Trust and staff involved in the support.

Our track record as Trust is as a result of how we work together, with other schools and Trusts to facilitate improvement and innovation. Each school shares and contributes to the wider collective and this capacity adds strength in securing our future continuing success and sustainability and ensures that our pupils achieve the very best educational offer.

**Tracey Cleverly**  
**Trust Lead**

# GOVERNANCE

## Members

The Founding Members of the Learning Academy Partnership, School Trust are the subscribers to the Trust's Memorandum of Association. They have an overview of the Trust's business so that they can be assured that the Board is exercising effective governance.

The Trust comprises up to 5 (simple majority foundation) members. The Members are accountable to the DfE and have ultimate responsibility for the Trust achieving its charitable objectives. They sign off the Articles of Association and have the power to appoint and remove the Trustees.

The current members of the Trust are:

EDEN; acting corporately by hand of its representative (Interim - Mrs Sue Lockwood) - Foundation  
University of St Mark & St John (Professor Ian Luke) – Foundation  
Mr Mark Iddles - Non Foundation  
Mr Gavin Booth -Foundation  
Vacancy - Non Foundation

Members and their representatives are asked to declare any relevant business and pecuniary interests when they are appointed and are invited to declare any relevant interest at the start of each meeting so any conflict can be managed appropriately.

The majority of the Members should remain independent of the Trust Board. Members will meet at least on two occasions in the academic year. The Chair of Trustees will normally attend the meetings and the Members will receive minutes from the Trustee Meetings.

See the Trust website [lapsw.co.uk](http://lapsw.co.uk) for further information.

## Board of Trustees

Currently the composition of the Board is as follows: the CEO, six foundation Trustees and up to three co-opted Trustees. However there is no maximum number of Trustees as long as the Board has a simple majority of Foundation Trustees. All Trustees appointed to the Board, do not represent individual schools but champion the best interests for ALL across the Learning Academy Partnership Trust.

Trustees are appointed as follows:

Foundation Trustees : appointed by Exeter Diocesan Network of Education (EDEN)  
Co opted Trustees: appointed by the Trustees

There shall not be less than 5 including the Chief Executive. Parents are represented at the Local Governance Hubs.

Type of Director	Name	Skill Set	Term of Office
Chair (Foundation)	Mr Richard Vaughton	Business - Development, Strategy, & Growth, Marketing, Social Media	4 years
Non Foundation	Miss Tracey Cleverly	CEO of School Trust	4 years
Foundation	Dr Mark Graves	Business consultant ,Academy Ambassador	4 years
Foundation (Incumbent)	Reverend Paul Ireton	Foundation, Governance, Diocesan Education Board	4 years
Non Foundation	Mr Philip Dean	Finance Director (Chartered Accountant), Academy Ambassador	4 years
Non Foundation	Mr Mark Miller	Education	4 years
Non Foundation	Mr Neil Discombe	Business Management	4 years
Foundation	Mrs Joanne Tisdall	Business Management	4 years
Foundation	Dr Adnan Isin	Education - Finance & Accounting	4 years
Foundation	Mrs Maria Goodwin	Education	4 years

Overall accountability in our School Trust rests with our Board of Trustees. Governance within the Trust consists of the Trust Board, at a strategic level, and Local Committees (previously known as governors) supporting and challenging at a school level.

Collectively Board Trustees deliver the core functions common to school governance. Board Trustees must also ensure compliance with company and charity law and with the Trust's funding agreement with the Secretary of State. The most robust governance structures have distinction between the individuals who are Members and those who are the Board of Trustees, this enables Members who are independent of the Board Trustees to provide challenge and scrutiny to the Board.

Board Trustees have three strategic core functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
3. Overseeing and ensuring effective financial performance.

The high level skills based Board Trustees meet at least four times a year: in September to elect the Chair and agree the Scheme of Delegation.

## COMPOSITION OF TRUSTEES

Board Trustees are appointed for their wide ranging knowledge skills and/or experience in the following areas:

- Corporate and Business Strategy / Development
- Accountancy Compliance and Business Growth
- Human Resources
- Legal
- Foundation Trustees (majority) which will include an Incumbent

- ❑ Chief Executive Officer (Trust Performance and development - Education & Standards and Business Development)
- ❑ Other skill set as required

### **Co-opted Trustees**

Board Trustees may appoint Co-opted Board Trustees with the required skill set as is necessary to support its development from time to time. Co-opted means a person who is appointed to be a Trustee by being co-opted by Trustees who have not themselves been so appointed.

## **TERMS OF OFFICE**

The term of office for Trustees shall be four years as long as they remain eligible. Each year at the first Board meeting the Trustees terms of office are reviewed.

Trustees are appointed because of the breadth of experience, skills and expertise they can bring to help to realise the Trust's vision and values and enhance the effective strategic leadership of the trust. Subject to remaining eligible a trustee may be reappointed or re-elected.

The Chair will not normally stand for more than 4 years.

## **COMMITTEES**

The Board operates committees with delegated powers: These committees meet as needed and are accountable to the Board of Trustees.

**Finance, Audit and Risk Committee:** The Trust has a combined finance, audit and risk committee. Employees of the Trust cannot act as members when audit matters are discussed. However, they can remain 'in attendance'.

The Accounting Officer and or Chief Finance Officer should attend to provide information.

The Chair of Trustees should not be the Chair of the Finance, Audit and Risk Committee.

The role of the committee includes:

- Directing the Trust's programme of internal scrutiny to provide assurance to the Board
- Reporting to the Board the adequacy of the Trust's financial and other controls on risk management procedures and ensuring that risks are being addressed appropriately through internal scrutiny
- Reporting to the Board on financial scrutiny and oversight and on the adequacy of the Trust's internal control framework, including financial and non financial controls and management of risks.
- Oversight to ensure information submitted to the DfE and ESFA that affects funding, including pupil numbers returns and funding claims (for both revenue and capital grants) completed by the trust and constituent academies, is accurate and in compliance with funding criteria

### **Other Committees:**

- HR/Remuneration Committee and Appeals
- Admissions Committee

### **Chairs Forum:**

The role of the Forum is to:

- To act on behalf of the Board of Trustees, in line with the Trust's Scheme of Delegation.
- To provide an environment for open and honest communication and discussion on matters of celebration or improvement.

- To monitor that the highest possible standards are set and maintained in all the academies across the Trust, reporting on individual academy performance.
- To ensure the christian distinctiveness and ethos are upheld in our church academies.
- To contribute to and be advised of strategic developments of the Trust and individual academies.
- To receive information updates from the Board of Trustees.
- To ensure that the information from the Board is disseminated to the Local Ethos & Governance Committees.
- To provide feedback on areas of consultation requested by the Board.
- To agree relevant items to be taken to the Full Board.
- How effective is the Trust support and is it adding value to our schools?
- How effectively are the schools contributing to the Trust success?

### Local Ethos and Governance Committees

The Local Ethos & Governance Committees are organised to best meet local needs. Where appropriate, there may be one Local Committee for one school, however it is more likely that a joint Local Committee will 'govern' a number of schools, depending on local circumstances. Typically, in the case of primary schools, this will be within regional hubs with 3 or 4 schools operating under the guidance of an overarching Local Committee. A secondary school may be more likely to have its own committee.

The Local Ethos & Governance Committee is an advisory committee of the Trust Board and accountable to the Trust Board. The Committee contributes to the strategic direction and vision realisation of the Trust, working together, Collectively Empowering Excellence. The Trust Board delegates responsibilities to the Local Ethos & Governance Committee as is relevant and appropriate to meet their particular expertise and collective needs.,

The main role of the Local Ethos & Governance Committee (LEG) is to be able to express and act on local views and issues – views of parents and the community, etc. One of the key purposes of the LEG is to ensure that the academies are being a good expression of what and who the Trust is in the local community. Therefore, these roles are about ensuring that the Trust ethos is “lived” out in the Academy on a day to day basis.

The Local Ethos & Governance Committee will: support, inform, advise and challenge provision; working together, empowering excellence and improving outcomes for all children. Working with the Head of Academy, Executive Team and Trust Board, the Local Ethos & Governance Committee is a local voice and a link with local communities and churches (Church Schools) as well as being advocates for all Trust schools.

As ambassadors for the schools, the Local Ethos & Governance Committee can play a crucial role in enriching community relationships and communication, contributing to the collective effectiveness of schools and the Board of Trustees.

Parents represent the Trust at the Local Ethos & Governance Committees.

The roles translate specifically into the following tasks that the LEG undertakes:

- It acts as a key link between the academies, parents and local community;
- It supports the work of the academies in the community;
- It supports the Head of Academy and Leadership Team in the development and implementation of the Academy Development Plans and other relevant plans, ensuring that the Trust ethos remains at the heart of the community;
- It offers challenging but positive and proactive support to the Head of Academy.
- It regularly reviews the academy's performance in relation to the KPIs (Key Performance Indicators).
- Through the work of the Chairs Forum receive information updates from the Board of Trustees and ensure that information from the Board is disseminated to the LEG.
- Preserving and supporting the Trust Foundation and the Christian Distinctiveness of Church School Academies (Church Schools).

- Contributing to local panels and working parties: e.g. Admissions, Exclusions, Appeals Panel, Appointments, Complaints, worship (Church Schools) and celebrations, etc.
- Oversight of Safeguarding, SEND, Pupil Premium and Christian Distinctiveness and Ethos (Church academies)
- Succession planning for local committees

The membership of a church school or mixed Local Ethos & Governance hub Committee is as follows:

- The Heads of Academy within the Hub
- An executive leader from a different hub or member of the Trust Executive Team
- A member of the business support team
- A minimum of two foundation members
- A minimum of two parent representatives
- Other members will be appointed with the appropriate required skill base

The membership of a community school hub (no church schools)

- The Heads of Academy within the Hub
- An Executive Leader from a different Hub or member of the Trust Executive Team
- A member of the business support team
- A minimum of two parent representatives
- Other members will be appointed with the appropriate required skill base.

## COMMUNITY FOCUS

The Trust aims to serve its community by providing an education of the highest quality and for Church schools, within the Trust deeds of each school and the context of Christian belief and practice. We work collectively to empower everyone to achieve excellence and to improve life chances for all children across the Trust. Every one of our schools will become a centre of excellence of which our whole community can be proud. Through the skills and experience our learners develop and through the reputation our schools will establish, we aim to contribute to the growth of our local economy and to the well-being of families in our localities.

## OTHER COMMITTEES OF THE BOARD ON AN AS NEEDED BASIS

**Joint Management Committee:** This committee may be set up when a school is working in partnership with the Trust or considering joining the Trust. The Board will agree to delegate as much to the Joint Management committee as is necessary to meet their specific needs and to support the work of the Board. The Chief Executive will advise the Board to provide effective support

## ADMINISTRATION

The Diocese will communicate to the Board (all category of trustees) details of training and other information.

The Trust will be responsible for Governance training (Members, Board Trustees and Local Committees), support and advice.

The Clerk to the Board of Trustees (Governance Professional) will be appointed by the Trustees. The Clerk will lead on Trust Governance but minute taking may be delegated to members of the business support team as required. The Clerk will not be a Trustee, Principal or Chief Executive.

Local clerks/administrators will be appointed to administer governance arrangements for the local hubs.

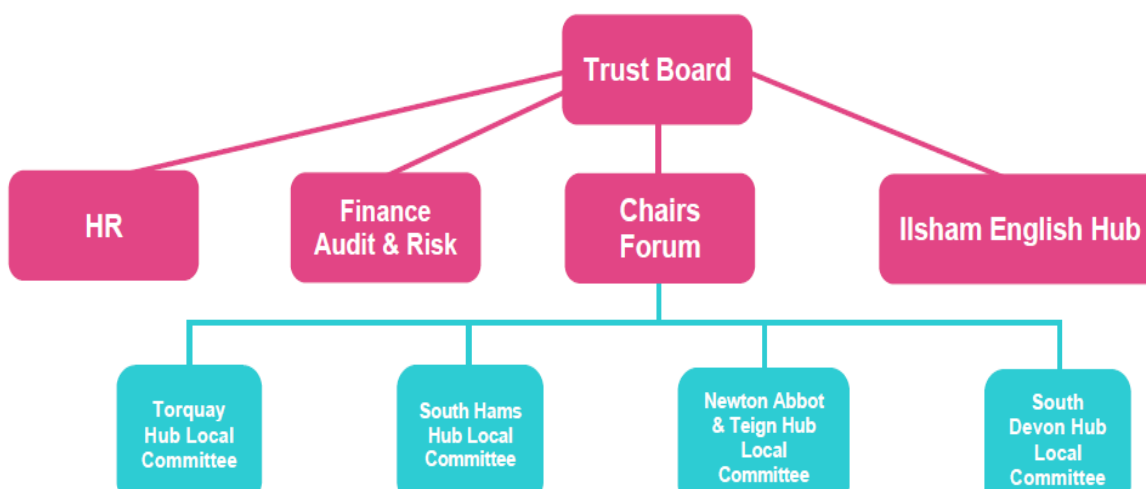
The Chair and Vice Chair of the Board will be appointed or reappointed each new academic year, at the first meeting from among their number. The CEO will not be eligible to be the Chair or Vice Chair.



The Chair and Vice Chair of Committees will also be appointed or reappointed each new academic year. Members of staff and parent representatives are not eligible to stand.

The Scheme of Delegation is available on the Trust website <https://www.lapsw.co.uk/governance/>

## GOVERNANCE STRUCTURE



### The Learning Academy Partnership Schools: Autumn 2021

- All Saints Marsh Church of England Academy
- All Saints Teaching School Alliance
- Ellacombe Church of England Academy
- Ilsham Church of England Academy
- Little Stars Childcare Centre
- Warberry Church of England Academy
- All Saints' Thurlestone Church of England Academy
- Charleton Church of England Academy
- West Alvington Church of England Academy
- Dunsford Community Academy
- Dartington Church of England Primary School and Nursery
- St Michael's Church of England Academy

### HOW DO WE QUALITY ASSURE OUR WORK?

The Trust is accountable for the performance of each of its schools. The Trust provides effective support for any of its schools requiring additional support, including CPD, core services, Business Management, National Support School work and access to a variety of school improvement partnerships and the Teaching School alliances with which it works.

The Trust has a fully integrated Education and Business QA cycle. This document has been co-constructed by leaders from across the Trust to ensure that evaluation is a key part of the yearly cycle and to ensure that actions to improve the quality of outcomes for all pupils is taken in a timely manner. This document is not simply a 'monitoring' tool where information is collected and collated. Each activity has been planned with precision and feeds into the evaluation cycle and the information is used to evaluate the impact of actions outlined in our Trust Development and Academy Development Plans. The Head of Academy is responsible for implementing the Quality Assurance Cycle within their own academy.

As a result of self assessment and moderation by the Trust Leadership Team, each academy is assessed against a performance Trajectory and School Improvement Stages using the Trust's School

Risk Assessment Tool. Quality assurance evidence is fed into the Trust Risk Assessment Tool to make the judgement and provides leaders and Trustees with accurate information regarding the position of each academy. Regular reports of each academy's progress towards agreed targets are reported to the Local Committees and scrutinised at the Trust Board

## SELF-EVALUATION

Heads are supported by the Trust Executive Team enabling Trustees and Local Governance to ensure that the outcomes of the Quality Assurance Cycle are used in an evaluative way, supporting the Academy Development Plan and SES. Our aim is that all schools will be ranked in the Top 20% by comparison with similar schools by their first inspection following joining the Trust. Church schools will be rated as Outstanding within the SIAMS framework within 2 years of joining the Trust.

A system of self, peer and external review is in place which supports the Trust Risk Assessment Tool for each academy. The timeline of reviews are dependent on which School Improvement Stage (Stabilise, Repair, Improve, Sustain) the academy sits within. However the Trust Executive Team monitors at least once per term and more frequently if the school is not in the Sustain phase. This is reported to both local governance and the Trust Board

Revised 19.4.21

Revised Sept 21

### Revisions

March 2021	Collaboration with Accountability - introduction from new CEO
April 2021	Governance structure - updated with Dartington
September 2021	Revised Board Membership