

# Diocese of Gloucester Academies Trust

## Report to the Trust Board

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**October 2018**

**Data Overview - All Trust Schools end of 2017/18 outcomes Helen Springett (Item 3a)**

<b>EYFS</b> Good Level of Development (GLD)	Below GLD 2017	Below GLD 2018	GLD 2017	GLD 2018	National GLD 2017	PP GLD 2017	PP GLD 2018	Non PP GLD 2017	Non PP GLD 2018	National PP GLD 2017
517 pupils	21%	24%	79%	76%	71%	70%	57%	80%	81%	52%
	99/471	122/517	372/471	395/517		32/46	32/56	340/425	375/465	

<b>PHONICS CHECK</b>	2017	2018	National	PP 2017	PP 2018	Non PP 2017	Non PP 2018	National % of PP achieving Phonic screening check 2016 by end of Year 2
Year 1	84%	87%	82%	69%	67%	85%	90%	70%
531 pupils	315/376	460/531		24/35	39/58	291/341	425/473	
Year 2	94%	96%	92%	97%	96%	95%	94%	86%
512 pupils	195/229	490/512						

<b>YEAR 2</b>	Expected				Greater Depth				Disadvantage Expected				Disadvantaged Greater Depth			
	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National	National 2018	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National 2017	National 2018
512 pupils																
Reading	82%	81%	75%	75%	30%	29%	25%	26%	70%	75%	78%	N/A	14%	24%	24%	N/A
	287/349	416/512			106/349	150/512			30/43	56/75			6/43	18/75%		
Writing	72%	75%	68%	70%	18%	19%	16%	16%	51%	63%	70%	N/A	5%	15%	16%	N/A
	252 /349	383/512			62/349	96/512			22/43	47/75			2/43	11/75		
Maths	77%	81%	75%	76%	25%	25%	21%	22%	58%	69%	77%	N/A	9%	20%	20%	N/A
	269 /349	417/512			86/349	127/512			25/43	52/75			4/43	15/75		
Combined RWM	69%	70%	N/A	N/A	11%	13%	NA	N/A	47%	57%	NA	N/A	0%	10%	NA	N/A
	240/349	357/512			37/349	67/512			20/43	43/75				8/75		

YEAR 6 366 pupils	Expected				Greater Depth				Disadvantage Expected				Disadvantaged Greater Depth			
	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National 2017	National 2018
Reading	75%	76%	71%	75%	30%	31%	30%	N/A	57%	51%	71%	N/A	22%	16%	25%	N/A
	237/317	278/366			95/317	115/366	95/317		26/45	35/69			10/45	11/69		
Writing	80%	81%	76%	78%	13%	21%	13%	N/A	71%	65%	79%	N/A	7%	9%	18%	N/A
	255/317	297/366			40/317	77/366	40/317		32/45	45/69			3/45	6/69		
EGPS	74%	75%	77%	78%	24%	26%	24%	N/A	64%	52%	78%	N/A	18%	12%	31%	N/A
	234/317	275/366			77/317	94/366	77/317		29/45	36/69			8/45	8/69		
Maths	74%	74%	75%	76%	21%	20%	21%	N/A	60%	49%	75%	N/A	11%	10%	23%	N/A
	233/317	271/366			68/317	73/366	68/317		27/45	34/69			5/45	7/69		
Combined RWM	62%	64%	61%	64%	7%	N/A	7%	N/A	44%	36%	60%	N/A	4%	N/A	9%	N/A
	196/317	237/366							20/45	25/69			2/45			

Year 6	Average Scale Score				Disadvantaged Scaled Score			
	Trust 2017	Trust 2018	National 2017	National 2018	Trust 2017	Trust 2018	National 2017	National 2018
Reading	105.2	104.7	104	105.0	102.7	100.3	104	N/A
Writing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
EGPS	105.5	104.2	106	106.0	103.6	100.1	106	N/A
Maths	103.7	103.4	104	104.0	101.5	99.3	104	N/A

#### 4. VISION, ETHOS AND GROWTH STRATEGY Rachel Howie (Item 4)

##### **Visioning and values process – developing a Trust ethos in all schools**

The Deputy Regional Schools Commissioner (Hannah Woodhouse) provided an overview of the South West priorities on Monday 17 September at Hardwicke Parochial Primary. This was to enable an overview of the national position to be provided in order to set some context for the work that is to be undertaken in the coming academic year. The intended audience was Headteachers, Chairs of Governors and Trust Board Members. All groups were represented except for St James CofE Primary and Hardwicke Parochial Primary. As a follow up to this event, a colleague recommended by the RSC's office, Felicity Gillespie, will be providing some training on the role of governors and trustees. This is to strengthen the understanding of both groups on the roles, responsibilities and skill sets required in each group in the current educational landscape. Dates are currently being organised.

An introductory session on vision and values, led by the Deputy Director of Education from the Church of England, was delivered to headteachers, Chairs of Governors and Trust Board members on Thursday 20 September – all schools were represented and the feedback has been very positive. HTs and Chairs are undertaking some work in schools with various stakeholders and a second session is planned for January – the date to be advised.

A number of steps have been taken to further develop the understanding that individual schools are part of a larger organisation. All Trust staff members now have a staff lanyard. A closed Facebook group has been started to trial if this is a useful communication mechanism for staff communication. A staff newsletter will be published by half term to share good news stories and build community among DGAT staff.

##### **New business**

##### **Schools joining the Trust**

Newnham St Peter's are joining the trust in the academic year 2018/19 – this process has been slowed as the end of year outcomes for this school were not as they were expected to be. The Local Authority is undertaking a review of teaching and learning and then a further decision will be made by the Executive Team about conversion timescale.

The governors at Bibury Cof E Primary are planning to join in December 2018 (one month delay from original proposed date).

The governors at Randwick CofE Primary also plan to join in 2018/9.

St Matthew's CofE Primary school has recently been judged to require Special Measures and has received an Academy Order. A meeting is planned to undertake due diligence to identify if the Trust has capacity to support this school as the sponsor.

#### LEADERSHIP AND GOVERNANCE – Rachel Howie (Item 5)

##### **Annual review of skills and board composition (Item 5a)**

The Board undertakes a review of skills bi-annually. Since this was last completed in 2016 the DfE has released a new Competency Framework for Governance, structured around the DfE's newly identified "six features of Effective Governance". The governance handbook 2017 states that "Boards should carry out regular audits of the skills they possess in the light of the skills and competences they need, taking account of the department's Competency framework for governance". *(For information - these documents are available in Box)*

The National Association of Governors has translated this framework into a skills audit specifically for MAT boards. This is attached at Appendix I. **Trust Board members are requested to complete this and return it to Rowan Scott-Berry for collation.** Once this exercise has been completed, skills that are missing and any training needs can be identified.

The Board are also asked to consider the request from one of the Chairs of Governors that a representative of the Chairs Forum be identified to sit as a Board Member to improve communication between the two groups. In addition the board is asked to consider Trustees attending the Chairs Forum meetings to further improve two-way communication between the groups. The meetings for the year are as follows:

Wednesday evening 17 October 2018

6:30-8:30pm – Church House Committee Room (West of Cathedral Entrance – Reception)

Tuesday evening 29 January 2019

6:30-8:30pm – Church House Committee Room (West of Cathedral Entrance – Reception)

Tuesday evening 30 April 2019

6:30-8:30pm – No. 4 College Green, Jerusalem Meeting Room

Below is the current make-up of the Board

<b>Name</b>	<b>Post</b>	<b>Type of appointment</b>	<b>Date of appointment</b>	<b>End of current term</b>
The Venerable Phil Andrew	Director	Member appointed	23 June 2017	Jun-21
Mr Tim Brock	Director	Member appointed	06 February 2018	Feb-22
Cdr Mervyn Cowdrey	Director	Member appointed	16 December 2015	Dec-19
Prof Douglas Cowper	Director	Member appointed	10 February 2014	Feb-22
Mrs Rosemary Dick	Director	Member appointed	01 February 2016	Feb-20
Rev Ruth Fitter	Director	Member appointed	22 May 2017	May-21
Dr Kenny Lynch	Director	Member appointed	09 December 2015	Dec-19
Mr Philip Perks	Director	Member appointed	19 July 2012	Jul-20
Mr Rob Stokes	Director	Member appointed	13 January 2016	Jul-20
Mrs Rachel Howie	Director	CEO (ex-officio)	04 July 2016	N/A

### **Trust Board challenge and support (Item 5b)**

Following the attendance of a representative from the RSC's office at Trust Board meetings around the country, some generic verbal feedback has been provided.

1. There is a view that not enough time is spent in meetings looking at outcomes for children. It is perceived that Boards are not sufficiently informed about the impact of measures taken to improve outcomes.
2. Insufficient challenge is provided by boards with the Executive Team spending too much of the meeting leading
3. Too much time in meetings is spent receiving information rather than discussing strategy, asking questions and holding to account.

It would be helpful for the Board to respond to this to ensure the Executive Team prepare appropriate agenda items and provide the Board with the right level of information.

### **Annual Plan (Item 5c)**

As a result of the self-evaluation undertaken at the end of last academic year, the full annual planning document is attached for ratification by the Board. The section about Trust Governance requires some Trustee input to finalise this section.

### **Scheme of Delegation (Item 5d)**

During recent months the current scheme of delegation has been revisited, simplified and checked to ensure it is in line with current legislation. The document in its current iteration is attached – there is still work to do to tidy it into its final format and a consistency check is yet to be completed. No changes have been made to the responsibilities and tasks delegated to schools at this stage. **It is recommended that a working group of Trust Board members look at this across the coming year to mirror the vision and values process and ensure that the current delegations are in tune with the Trust's position.**

The document will be discussed at the Chair of Governors meeting in October.

#### **Review of central provision – (Item 8a)**

Since the last Trust Board meeting, the Working Group has commissioned an external review of the central provision. This was undertaken by a consultant from Bishop Fleming. A questionnaire was provided to business and finance staff and one to one interviews held with each. In addition the financial information provided to schools and to the Trust Board was scrutinised.

The Working Group have looked at the structures and working practices of other Trusts of a similar and larger size. The Group will make some initial recommendations to the Board - these will be discussed as a reserved item of business in the Trust Board meeting.

Further recommendations are likely to follow in terms of systems and processes once the final report is received from Bishop Fleming.

### **BUSINESS AND FINANCE Kerry Brimfield (Item 6)**

#### **Finance**

##### **Reports to Academies**

#### **DGAT Accounts for the Year-Ended 31 August 2018**

In recent weeks work has been underway in preparation for DGAT's year-end accounts preparation and year-end audit.

The audit commences on 15 October 2018.

The Draft accounts will be considered at the Audit and Finance Committee meeting on 8 November 2018, with the Final Accounts to be signed off after the AGM on 10 December 2018.

##### **Reports to the Academies**

The majority of DGAT academies (who wish to receive them) have received their provisional 'Chart of Accounts' income and expenditure reports for the 12 months to 31 August 2018. These are provisional in the sense that some further accounting adjustments may arise, but most academies are at this stage showing slight improvements upon their latest forecast positions.

##### **ESFA Returns**

Since the last Trust Board meeting the full Budget Forecast Return (BFR) for 2018 to 2019, was submitted on time.

The next Return to be submitted will be the Land & Buildings Return (due by 31 October 2018).

#### **Estates**

##### **School Condition Allocations (SCA)**

A working group has been formed to consider the allocation of the SCA across the Trust's estate. The first meeting was held on 13 September and was attended by the members of the Estates and free School Committee together with an independent Chair of Governors.

The next meeting will be held on 15 November 2018 by which time an initial communication will have been sent out to all schools explaining what the SCA programme is, the activity of the working group, that the Trust will be

undertaking surveys which will inform the decision making process and that further information will be provided in December.

The group will be considering three key documents, namely the:

- Estates Strategy
- Prioritisation Policy / Process
- Delivery Plan

Mature drafts of all documentation will be presented at the November meeting.

### **Remodelling of Treetops Nursery**

This was completed over the summer break with a few snagging issues being resolved this month.

### **Asbestos removal at Dursley**

The submission of an application for emergency funding for this project was submitted and refused. The reasons for refusal were based around the level of reserves held by the Trust. There is no avenue to appeal this decision.

These works must be undertaken and, as such, cannot be shelved due to the refusal of the ESFA to award monies from the emergency fund.

Having spoken with the auditors the suggestion is that we fund the works from cash held in the central bank account, details of which have been shared with the Audit and Finance Committee.

### **Insurance**

One insurance claim is being lodged for water damage at Dursley to the value of around £6,000.

### **Significant Risks**

The key current risks the Trust is facing are:

- Delay or refusal of planning appeal for the permanent Clearwater site
- Location of the Clearwater Academy from September 2019
- Systems and delegated authority not fit for larger Trust and the move to the hub structure for governance and business functions
- Financial strains on academy budgets
- Central staffing

### **Clearwater C of E Primary Academy**

#### **Temporary Accommodation**

Western Power Distribution (WPD) completed the upgrade of the electrical supply on to the Hardwicke site over the summer holidays. The significant benefit to Hardwicke has been at no cost to the school.

Clearwater is now powered from the mains supply.

The installation of the second temporary cabin was completed on time and the school was able to access their new classroom from 14 August. Furniture was delivered that week, alarm integration and fire equipment installed.

There will be a visit on 4 October to the sites being considered for relocating the temporary accommodation in September 2019, these being Beaufort Co-operative Academy in Tuffley and an empty unit in the Olympus Business Park in Quedgeley.

#### **Permanent Build**

Work is now well underway on preparing the evidence for the appeal for the planning refusal. Initial meeting has been held in Chambers with Counsel and there is a clear strategy in place for a successful outcome.

#### **ICT contract**

There was a delay to the final sign off of the Novation documents. Although the new contractor initially worked at risk there was an inevitable delay in completing the works for the new cabin.

### **Catering**

Notice has been given to GCC and CaterLink to withdraw from the catering contract in July 2019. A key work stream for the coming months will be the procurement of a new contractor and / or taking catering in house. Decision will need to be made by Easter 2019 to allow sufficient lead-in time.



# Governing Board Skills Audit

## For trustees of Multi-academy trusts

### Why this is important

This audit is a useful way of assessing the needs of your governing board. In the 2016 NGA/TES survey, 83% of respondents said their governing board uses a skills audit. 64% used it to identify training needs; 54% used it for recruitment; 64% used it to assign committee members; and 47% used it for succession planning. This model can be used to help identify any knowledge, experience, skills and behaviours your governing board still needs to deliver their functions effectively.

### How the NGA model has changed and why

In January 2017, the DfE released a new Competency Framework for Governance, structured around the DfE's newly identified "six features of effective governance". The governance handbook 2017 states that "Boards should carry out regular audits of the skills they possess in the light of the skills and competences they need, taking account of the department's Competency framework for governance". The DfE suggest one way governing boards can use the competency framework is to inform how they carry out a skills audit.

The Competency framework has been written to cover all possible bases in school governance, from boards governing small standalone primary schools to the trust boards of large MATs overseeing the performance of multiple schools. It should be used to provide clarification of government expectations, rather than as a set prescribed checklist – but NGA is already aware of it being used as a checklist or governor job specification by some. Governing boards are best placed themselves to individually assess which areas outlined in the framework are most important for them, and so while the new skills audit is structured around the DfE's six features of effective governance, it doesn't attempt to replicate all 200 plus competencies, knowledge skills and behaviours included. Instead it combines the core aspects of the framework with the priceless experience and feedback of our members to inform the skills, experiences and knowledge included.

### How to use it

To take account of differing roles of MAT trustees and those governing in other contexts, NGA has developed two separate models. **This model is to be used by MAT trustees only.** Governors, trustees and academy committee members of single schools should use our other model [here](#).

No individual is going to have all the skills listed in the audit. The governing board is a team, and the purpose of the audit is to ensure that each skill below is covered by at least one of the governors/trustees around the table. A skills matrix in which responses can be collated can be found on the NGA website. If there are any gaps, these can be used to inform further recruitment to the board.

This exercise is designed to enable all members of the governing board to set out their skills and experience whatever their backgrounds, and make clear that the essential and desirable skills for governance can be acquired through a range of life experiences. The skills and knowledge sought are those which enable governors to ask the right questions, analyse data and have focussed discussions which create robust accountability for school leaders.

Each Knowledge, experience, skill or behaviours should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise.

# Trustee of a multi-academy trust – Knowledge, experience, skills and behaviours

Level of knowledge  
or skills/behaviour:  
rate on scale of  
No → → → Yes

**1 2 3 4 5**

## 1. Strategic leadership

I am committed to improving education and welfare for all pupils.					
I understand current national education policy and the local education context.					
I have experience of charity law and governance.					
I have experience of trusteeship or management of a complex organisation with multiple sites/subsidiaries.					
I have experience of chairing a board/governing board or committee.					
I am committed to the organisation's vision and ethos.					
I have experience of strategic planning and applying this to set and preserve the culture of the organisation.					
I have experience of working with executive leaders to agree and monitor operational plans.					
I am able to question and challenge, working as part of a team to identify viable options through collective decision making.					
I am able to work in a professional manner, avoiding conflicts, acting with transparency and integrity.					
I am confident I can identify when to seek independent/professional advice.					
I have experience of stakeholder management and engagement including communicating with and taking account of the views of parents and pupils.					
I have experience of promoting community cohesion.					
I understand school sector risk management including conflicts of interest/loyalty.					
I am proficient in prioritising, assessing and mitigating risk.					
I have experience of agreeing organisation expansion plans and conducting due diligence on other organisations prior to signing a legally binding contract.					

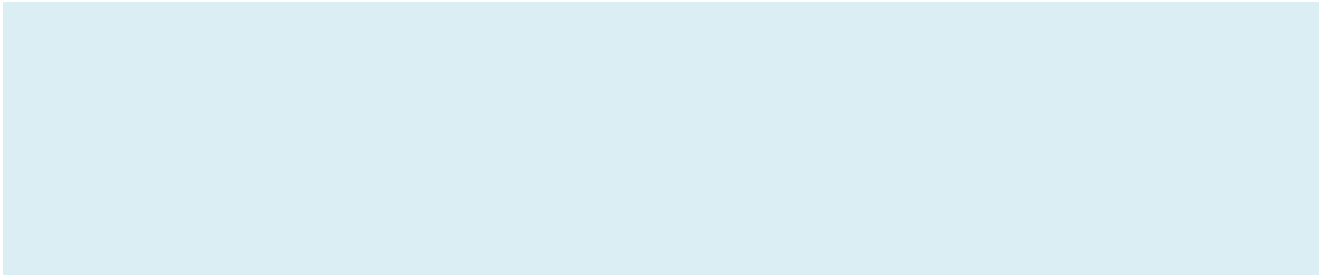
## 2. Accountability

I understand the importance of collecting high quality data and have expertise using data to interpret/evaluate performance and identify trends to target improvement.					
I have experience of curriculum development, school assessment and progress/attainment.					
I have experience of working with executive leaders to establish expectations for improvement and outcomes.					
I have experience of agreeing the range and format of information and data needed in order to hold leaders to account.					
I have experience of providing challenge to leaders on strategies for monitoring and improving behaviour and safety.					
I understand the board's duties in relation to safeguarding including Prevent.					
I have an understanding of special education needs and disabilities (SEND).					
I have financial management expertise including funding allocation/budget monitoring, and financial solvency. I am able to contribute to financial self-evaluation and efficiency drives.					
I have experience of basing funding decisions on organisational priorities and the ability to interpret financial data and question financial performance against strategic priorities.					
I have experience ensuring that organisational financial obligations are met and adequate financial controls are in place, including submission of annual returns and accounts.					
I have business development experience/expertise.					
I have experience of procurement/purchasing.					

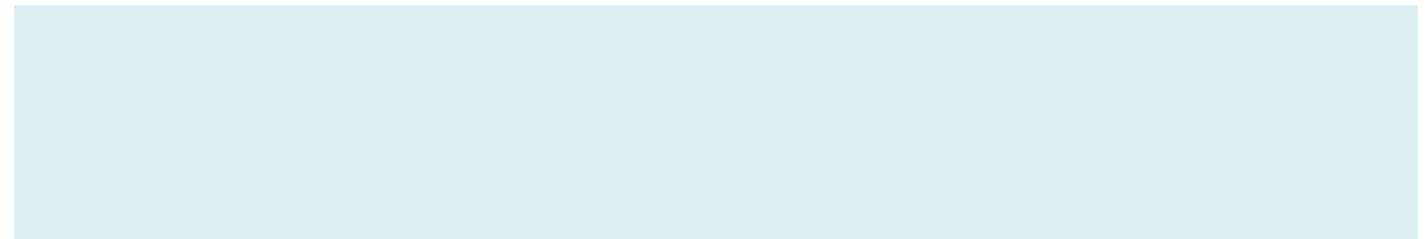
I have experience of property and estate-management.					
I have experience of HR policy and processes including employment legislation, executive recruitment, performance management and pay.					
I have experience of school sector HR policy and processes.					
I have experience of change management (overseeing a merger or an organisational restructure).					
I have experience of marketing, media and PR.					
I have experience of preparing for and responding to external oversight.					
I have experience of inspection and oversight in the school sector.					
<b>3. People</b>					
I am willing to devote time, enthusiasm and effort to the duties of and responsibilities of a trustee including duties of compliance, care and prudence.					
I'm a strong communicator and experienced in building strong collaborative relationships.					
I am able to discuss sensitive issues with experience of conflict resolution and influencing consensus.					
I am able to demonstrate a commitment to ethical behaviour and values, honesty, independence of thought and sound judgement.					
I am committed to equal opportunities and the promotion of diversity.					
I am willing to reflect, listen and learn from a diversity of views, to receive and provide feedback and accept impartial advice.					
<b>4. Structures</b>					
I am familiar with the strategic nature of the board's functions and how this differs from and works with others including executive leaders and academy or regional committees.					
I have experience of designing/reviewing/adapting governance structures appropriate to the size and complexity of the organisation, reflecting the diversity of stakeholders.					
<b>5. Compliance</b>					
I have you have experience of complying with legal, regulatory and financial frameworks and statutory guidance.					
I understand and accept the legal duties, responsibilities and liabilities of trusteeship.					
Governing boards are responsible for ensuring schools comply with a whole range of legal responsibilities. I have experience ensuring legal compliance in this way and a commitment to understanding the full range of legal responsibilities.					
I understand the importance of adhering to organisation policies e.g. on parental complaints or staff discipline issues.					
I am able to speak up when concerned about non-compliance.					
<b>6. Evaluation</b>					
I am aware of my own strengths and weaknesses and committed to personal development.					
I have experience evaluating board decisions and am willing to contribute to board self-review.					

**Existing MAT trustees only**

What contribution do you feel you have made to the trust board over the past year?



Please give brief details of courses you have undertaken in the past year - include trustee training, work based training/development and/or any other development/training activities.



Are there any additional areas of the governing board's responsibilities to which you would like to contribute in the future?

