NEWHAM COMMUNITY LEARNING

Local Schools | Global Vision

Newham Community Learning: Trustee and Governor Handbook

Issue: v1.0, issued 18 September 2024 as a first draft for comment

Note that this document is live and is subject to updates. The live version is available on the Governance/Governor information and login page of the Trust website.

NCLTrust.net

Tel: 0330 053 4810 | Email: ceo.pa@ncltrust.net | @NCLTrust

Newham Community Learning - Trust Office, Exning Road, London E16

Contents

1. Messages to our Trustees and Governors from the Chair of the Trust Board and the CEO 5
1.1. From the Chair 5
1.2. From the CEO 5
2. Our core purpose 6
2.1. Why we exist 6
2.2. Our core working principles 6
3. Trust Strategic Objectives and Priorities 7
3.1. Strategic Objectives 2022 – 2027 7
3.2. Our Trust Priorities - 2024/25 8
3.3. Our Trust Improvement Plan 9
4. Governance 10
4.1. Structures and oversight 10
4.2. The role of our trustees 10
4.3. Relationship between the Trust Board and the Local Governing Body 11
4.4. Board support and intervention 12
4.5. Trustee and governor code of conduct and core responsibilities 12
5. Who we are: key information regarding the Trust and our schools 14
5.1. Brief history of Newham Community Learning 14
5.2. Map 14
5.3. Websites 15
5.4. Trust on a page 15
5.5. Links to Ofsted reports and summary information 16
5.6. Trust Statutory Reporting 18
6. Directory of Members, Trustees and Governors, and Committee membership 20
6.1. Members 20
6.2. Trustees and key roles 20
6.2.1. Our Trustees and their key roles 21
6.3. Local Governing Bodies 23
6.3.1. Eastlea Community School 23
6.3.2. Lister Community School 24
6.3.3. Portway Primary School 24
6.3.4. Rokeby School 25
6.3.5. Sarah Bonnell School 26
6.3.6. Selwyn Primary School 26
6.4. Central Team 28
6.5. School Leaders 29
6.6. Trust Associate Leaders 29
7. Calendar and agendas for Trustee and Governor meetings 2024-25 30

7.1. Meeting protocols 30
7.2. Members' Annual General Meetings 30
7.3. Trust Board Meetings 31
7.4. Committee Meetings 31
7.5. Meetings of the Local Governing Bodies 32
7.6. School Improvement Boards 32
7.7. Trustee and Governor Conference 2025 32
8. How we work as a Trust 33
8.1. Executive Group 33
8.2. School Improvement Team and Central Team link meetings 33
8.3. Operational Group meetings 34
8.4. Other Trust wide meetings 35
8.4.1. Equalities and Staff Wellbeing Working Groups 35
8.4.2. Meetings with Union Representatives 35
8.5. Trust data and stakeholder surveys 35
8.6. Regulatory environment, Newham and other key partners 35
8.6.1. Key elements of the regulatory landscape 35
8.6.2. London Borough of Newham 38
8.6.3. Other Partners 38
9. Trustee and governor involvement in key processes 40
9.1. Target setting and Performance Management for senior leaders including Headteachers 40
9.2. Budget setting and monitoring of finances 41
9.3. Exclusions and suspensions 41
9.4. Complaints 43
9.5. Your role in a school inspection 44
9.6. Visiting schools 45
9.7. Safeguarding responsibility 46
10. Key policies and guidance documents 47
10.1. Key Trust Policies 47
10.2. Academy Trust Handbook 47
10.3. Education Updates 48
10.4. Safeguarding guidance 48
10.5. Ofsted inspection framework 48
10.5.1. Key Areas of Evaluation 48
10.5.2. Inspection Process 48
10.5.3. Judgement Categories 49
10.5.4. Reporting 49
11. Guidance and training 50
11.1. Trustee and Governor User Guides 50
11.2. Overview of our trustee and governor training offer 50

11.3. Visits to school and working with the Senior Leadership Teams 51
11.4. Courses and webinars - National College 51
11.5. Additional access to training - Governors for Schools 51
11.6. Bespoke and contextual training 52
12. Trust communications 53
13. Appendices 54
13.1. Scheme of delegation 54
13.2. Our Trustees 54
13.3. Trust Board - template agendas 56
13.3.1. Agenda for the initial results meeting 56
13.3.2. Agenda for remainder of meetings 57
13.4. Local Governing Body - template agendas 59
13.4.1. Agenda for the initial results meeting 59
13.4.2. Agenda for remainder of meetings - autumn 2 60
13.4.3. Agenda items for spring and summer term meetings - in addition to standing items 61
13.5. What is the role of a MAT - Multi Academy Trust - in the English education system? 61
13.5.1. What is a multi academy trust (MAT)? 61
13.5.2. MATs – how we got here 62
13.5.3. What does 'high-quality' trusts mean? 63
13.5.4. Trust identity 64

1. Messages to our Trustees and Governors from the Chair of the Trust Board and the CEO

1.1. From the Chair

[this section to be added in the next draft]

1.2. From the CEO

Welcome to Newham Community Learning - and, if you are reading this because you are joining us as a Governor or Trustee, thank you for your generosity in committing your time to support our schools. Trustees and Governors give up many hours, and bring vital insights and skills. Our Trust is responsible for the education of over 5,500 young people, and the experience they have in our schools will shape the rest of their lives.

While we have a wonderful team of school leaders, and dedicated professional staff at all levels in our schools, it is essential that we are both challenged and supported by you. The phrase 'critical friend' is an apt one - you are on our side, but always determined to help us do the very best we can for our students. NCL is an ambitious organisation - we believe all our schools can be excellent, and you can only play your part in this if you are provided with the right information, and if we have built effective governance structures and processes. We are still at an early stage of our development, but I hope you will find that we are making rapid strides in putting all those structures and processes in place, and that this handbook proves valuable in pulling these together and making it easier for you to navigate.

With best wishes and appreciation for your contribution.

Anthony Wilson
CEO, Newham Community Learning

2. Our core purpose

2.1. Why we exist

Newham Community Learning is a local group of schools, which exists in order to provide an excellent education for all young people in our community.

The education we provide will be:

- **Ambitious** – for our young people, encouraging and supporting them to excel
- **Caring** – where all members of the community treat each other with kindness and respect
- **Inclusive** – meeting the needs and aspirations of all young people
- **Broad-ranging** – giving access to a broad and rich range of experiences to prepare them for an active role in the next stage of their education or life after school

2.2. Our core working principles

- We **support staff at all levels to continue developing and learning**, including continuously refreshing their knowledge and skills.
- We **manage our resources effectively and transparently** for the benefit of our students.
- We listen and respond to the views of **our staff, students, families and our local community.**
- We are **actively committed to diversity, inclusion and equity**– no one is left out or left behind.
- We place the highest priority on **safeguarding** the young people in our care.
- We maintain and value the **distinct identity** of each school within the Trust.
- We work **collaboratively** with a wide range of partners, including the local authority, unions and other stakeholders, to achieve the best possible outcomes for our wider community.
- We are a **responsible employer,** supporting our staff and recognising that the commitment of our staff is fundamental to the success of our schools.

3. Trust Strategic Objectives and Priorities

Our objectives have been agreed across a wide group of stakeholders. We hold ourselves to account for their delivery as we believe that these are the key to delivering an excellent education to every child and young person attending our schools.

3.1. Strategic Objectives 2022 – 2027

1. Support all schools in the Trust to provide a consistently **excellent education** while adhering to our core values. This will include:

    (a) developing a highly **effective curriculum** for our students in each school, drawing on our expertise in both primary and secondary phases
    (b) providing all staff with **professional development** of the core skills and knowledge they need to be effective in their roles

2. Support our students to have **high levels of attendance** in a **safe, supportive** environment, and continuously promoting **equity, inclusion and mutual respect** and the **wellbeing** of students and staff**.**

3. Use our combined resources and expertise to provide **opportunities for our students and community above and beyond what any of our schools could offer individually**, including in performance, arts, and sports, through developing vocational education and supporting effective transition to the next phase of their education.

4. Explore opportunities to **develop and grow the Trust** in ways which support our ability to achieve our core purpose.

5. Continue to **develop the Central Services of the Trust so that we can achieve greater efficiencies and improved support t**o our schools, and with all schools and the central team operating as one Trust for the benefit of our community.

3.2. Our Trust Priorities - 2024/25

Quality of Education	
Standards - Support excellent outcomes for all our students	Embed NCL School Improvement Model, with School Improvement Boards providing regular focus and feedback on each school's progress
	Sustain cross-Trust focus on Literacy and Maths, building on internal and external expertise to raise standards
	Develop use of data to support school improvement, improving clarity on targets and KPIs
Staff Development	Embed the SCITT, and provide enhanced training opportunities as part of the NCL offer to staff
Behaviour and attendance	Support effective and positive culture for learning in all our schools, reducing need for suspensions, through Director of Student Support working with School teams

Developing the Trust	
Trust Services	Enact first phase of Trust Services Development Plan, creating efficiencies through centralisation of HR and Finance Team, developing more efficient financial processes and aligning contracts and procurement. Initiate and develop whole trust reporting mechanisms for operational management and Trustee oversight.
Governance	Embed new structure, ensuring clarity on roles, and effective flow of information between schools, LGBs, Trust Board and Central Team.
Growth	Explore establishment of Special School within the Trust to develop our expertise and capacity

	Explore opportunity to bring post-16 provision into the Trust, to provide opportunities for our students, and support teacher retention and development of teacher expertise
Living our values	Embedding the work of the Staff Wellbeing Group and the Equalities Working Group

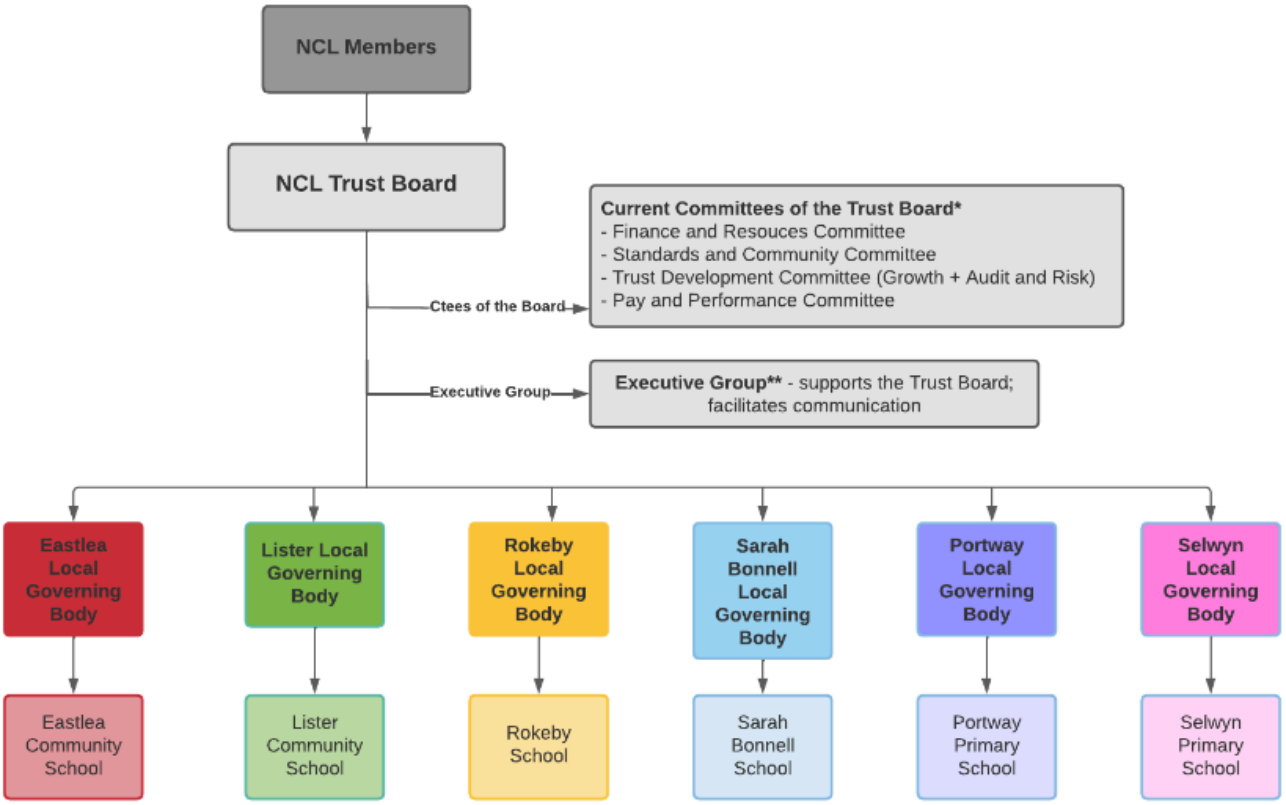
3.3. Our Trust Improvement Plan

The Trust Improvement Plan's latest version (to be approved at the first Trust Board of the year) can be found here.

4. Governance

4.1. Structures and oversight

The chart below provides an overview of the governance structures at Newham Community Learning.



* The Trust Board may establish any other committee: the constitution, membership and proceedings of which shall be determind by the Trustees. All committtees have a Terms of a Terms of Reference provide further detail, and which form part of the Scheme of Delegation.

** The Executive Group provides a mechanism for developing the partnership between all schools and for the discussion and implementation of the Trust's strategy. It is chaired by the CEO and includes all Headteachers. The Terms of Reference provides further detail.

4.2. The role of our trustees

As set out in the Academy Trust Handbook, the Trust is '*the legal entity with the board having collective accountability and responsibility for the academy trust and assuring itself that there is compliance with regulatory, contractual, and statutory requirements*' - p. 10. Furthermore, the Trust Board provides:

- **strategic leadership of the academy trust** - the board defines the trust vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the trust's culture and sets and champions the trust strategy including determining what, if any, governance functions are delegated to the local tier;
- **accountability and assurance** - the board has robust effective oversight of the operations and performance of the academy trust, including the provision of education, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well-maintained; and

- **engagement**: - the board has strategic oversight of relationships with stakeholders. The board involves parents, schools and communities so that decision-making is supported by meaningful engagement.

This is carried out through the activities of the Trust Board and Committees, and through the CEO and senior staff of the Trust acting on behalf of the Trust Board.

4.3. Relationship between the Trust Board and the Local Governing Body

The Trust Board has the overall responsibility for all schools in the Trust and is accountable to external regulators. The Trust Board has however chosen to delegate significant responsibility to the Local Governing Bodies, which includes:

- At the local school level, sets the overall vision, ethos and strategic direction of the school.
- Drives school improvement at their school - using the School Development Plan and the School Evaluation Plan.
- Using the Headteacher's Report, and information from other sources, including Governor visits, analyses pupil and staff data to help inform an understanding of how the school is performing. Supported by School Visits and Link Governor Visits.
- Being part of the local community that the school serve
- Supporting the work of the school leadership team to ensure that it is the school of choice for local families.
- Approval (as a 'first review') of the school's budget (which is then approved by the Trust Board).

Further detail on the relationship between the Trust Board and the LGB can be found on the Funding and Scheme of Delegation page. The Leadership and Governance Decision Planner forms part of this overall scheme, and it specifically outlines the way in which delegated powers operate across the following key areas of the Trust :

- Governance and vision
- Finance
- Strategy, performance and expansion

- Staffing
- Land and contracts
- Pupil matters

4.4. Board support and intervention

The Trust Board is expected to act swiftly to address any serious elements of underperformance in any of the schools in the Trust. It is therefore essential that there is regular and open communication between Local Governing Bodies and the Trust Board.

The CEO may recommend to the Trust Board that a school be designated as a Supported School within the Trust, if there is a concern over standards, finance, safeguarding of failure of governance or leadership (the threshold for this would usually be that this might lead the school to be less than Good in an inspection).

Supported school status means that the school receives additional support from the Central Team and that there will be closer scrutiny of the school's progress against a Rapid Improvement Plan. It may also lead to the appointment of an Interim Executive Board, which may take on some or all of the functions of the Local Governing Body.

4.5. Trustee and governor code of conduct and core responsibilities

Our trustees and governors are part of the largest voluntary workforce in the UK. Their time and expertise is highly valued.

Whilst governors and trustees all bring different perspectives and skills to their roles, our core expectations are as follows:

- Attend all meetings of the Trust Board/LGB unless there are exceptional circumstances, and to inform the Chair of the Trust Board/LGB in advance of any absence
- Participate in one other committee of the Trust
- Support, where possible, other processes requiring the involvement of Trustees
- Visit schools in the Trust at least three times a year and complete visit reports
- Complete statutory safeguarding training and attend other training as recommended by the Lead Training Trustee/Governor
- Complete Declarations of Business interest - available via this form; and
- At all times, follow the Nolan Principles of public life as outlined by gov.uk.

Additionally, all trustees and governors are bound by a Code of Conduct and Competence which outlines the key roles and responsibilities. These are available on the Governor Information and Login page of the website, and via the links below:

- Trustee Code of Conduct
- Governor Code of Conduct

To ensure that any potential conflicts of interest are managed, we ask that all members, trustees, governors, the Accounting Officer and the CFO, as well as our Headteachers, complete a Declaration of Business Interests form in line with our policy. The annual declaration form is available here.

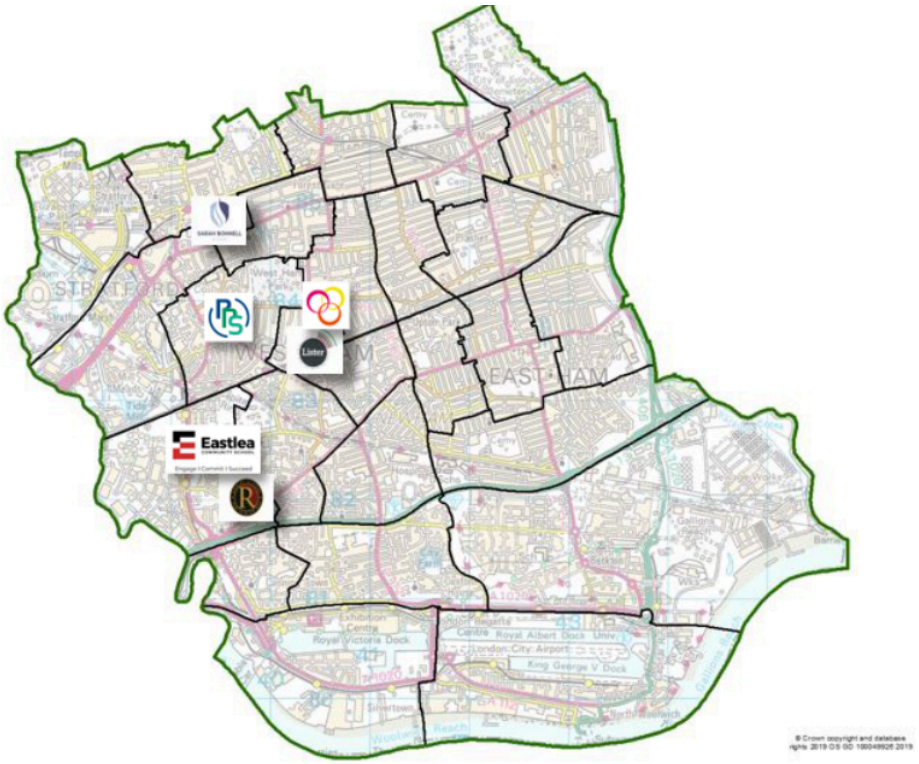
5. Who we are: key information regarding the Trust and our schools

5.1. Brief history of Newham Community Learning

Newham Community Learning builds on the legacy of two previous trusts (Newham Community Schools Trust, founded in 2015 and consisting of Eastlea, Lister, Rokeby and Sarah Bonnell), and the Leading Learning Trust, consisting of Selwyn and Portway and founded in 2016. Following a consultation process, the two Trusts merged in July 2022.

5.2. Map

Our schools are all located in the west of the London borough of Newham, within a 15 minute cycle ride of each other. This strengthens our ability to collaborate and so to deliver better outcomes for our students by working together. It also means that as a group of colleagues, we have a detailed knowledge of our local context. The graphic below provides an overview.



The Trust also currently has an SLA with Carpenters Primary School to act as their Lead School Improvement Partner and to provide IT support.

5.3. Websites

School websites and the trust website provide a range of useful information. Our websites all open with a welcome from our Headteachers, which are available on the links below.

Sarah Morgan – Headteacher at Eastlea Community School – hear more from Sarah

Alice Clay – Headteacher at Lister Community School – hear more from Alice

Scott Chudley – Headteacher at Portway Primary School – hear more from Scott

Jo Doyle – Headteacher at Rokeby School – hear more from Jo

Rae Potter – Headteacher at Sarah Bonnell School – hear more from Rae

Helen Mawer – Headteacher at Selwyn Primary School – hear more from Helen

5.4. Trust on a page

School	Published Admissions Number (PAN)*	Pupil No. **	Staff FTE No.***	Resourced Provision	Nursery Provision
Eastlea	**180**	**781**	**121**		
Lister	**330 (270)**	**1,583**	**162**	18	
Rokeby	**180**	**678**	**80**		
Sarah Bonnell	**270 (240)**	**1,326**	**116**		
Portway	**120**	**528**	**59.2**		50
Selwyn	**60**	**484**	**63.5**	23	59
Total	**1,140**	**5,380**	**602**	**41**	**109**

* September 2024 entry
* May 2024 Census
** November 2023 Census
*** intake for last two years has been capped at the lower level

5.5. Links to Ofsted reports and summary information

Ofsted Reports									
School	**Date of last inspection**	**Safe-guarding Effective? ***	**Grades for each category ****					**Overall Grade *****	**Link to report**
			QoE	**B&A**	**PD**	**L&M**	**EYP**		
Eastlea	19/04/2023	Yes	3	2	2	3		**3 - Requires Improvement**	Report
Lister	18/12/2018	Yes	*Short report*					**2 - (remained) Good**	Report
	27/11/2013	Yes	2	2	2	2		2 - Good	Report
Portway	27/03/2019	Yes	1	1	1	1	1	**1 - Outstanding**	Report
Rokeby	18/12/2018	Yes	*Short report*					**2 - (remained) Good**	Report
	14/11/2013	Yes	2	2	2	2		2 - Good	Report
SBS	02/11/2022	Yes	2	1	1	2		**2 - Good**	Report
Selwyn	29/03/2019	Yes	*Short report*					**1 - (remained) Outstanding**	Report
	02/10/2014	Yes	1	1	1	1	1	1 - Outstanding	Report

* Safeguarding is judged as either “Effective” or “Ineffective”
** Inspectors will make graded judgements on overall effectiveness and the following key areas:
QoE = Quality of Education
B&A = Behaviour and Attitudes
PD = Personal Development
EYP = Early Years Provision (primary schools only)
L&M = Leadership and Management
*** The following four point scale is used for all judgements:
1 (Outstanding), 2 (Good), 3 (Requires Improvement), 4 (Inadequate)

Ofsted Reports Identified areas for improvement		
School	**Identified areas for improvement / next steps** (from most recent report) - highlighting is by NCL	
Eastlea	In some subjects, leaders' curriculum thinking has not identified clearly what they want pupils to know and remember. There are also inconsistencies within and across different subjects in relation to how well the curriculum is delivered. As a result, pupils do not build up a strong body of subject-specific knowledge and skills in some subjects. Leaders should support curriculum leaders in finalising their curriculum thinking and provide further training for teachers to remove these inconsistencies. In some subjects, including in the resourced provision, the curriculum for pupils with SEND is not ambitious enough. What pupils learn and the targets set for them are, in some instances, not well connected to pupils' EHC plans. Consequently, some teaching does not meet pupils' needs, and they do not access the curriculum well. Leaders should ensure that pupils with SEND experience a curriculum which is ambitious and purposeful across all subjects. They should ensure that staff have the training and information that they need to help them adapt their teaching more effectively. Leaders' identification and support for pupils who need to learn to read are at an early stage of development. This means that some pupils are not quickly securing the phonic knowledge that they need to be able to read fluently. Leaders must ensure that they identify pupils who cannot read fluently. They should ensure that there is a strategy in place to develop staff's expertise to both teach and support pupils in becoming confident and fluent readers.	Report
Lister	Leaders and those responsible for governance should ensure that: - all teachers receive appropriate training to support the learning needs of pupils with SEND - girls are appropriately challenged in mathematics to achieve the progress they are capable of.	Report

Portway	Embed the highly effective systems for checking achievement in reading, writing and mathematics across all subjects.	**Report**
Rokeby	Leaders and those responsible for governance should ensure that: - the additional pupil premium funding is used effectively so that disadvantaged pupils make stronger progress - teaching routinely challenges the most able pupils so that they make stronger progress.	**Report**
Sarah Bonnell	Pupils do not study the full range of foundation subjects in Year 9. Therefore, pupils who, for example, choose not to continue with music or art in Year 9 do not benefit from the same depth of curriculum as their peers who have chosen these subjects. This means that pupils miss out on opportunities to further Inspection report: Sarah Bonnell School 2 and 3 November 2022 4 develop their knowledge in these areas. Leaders should put strategies in place to ensure that the Year 9 curriculum is as broad as possible, so that all pupils continue to develop their knowledge and skills in a wide range of subjects. Leaders' systems for checking on the well-being of pupils who attend alternative provision are not as rigorous as they should be. This could put pupils at unnecessary risk. Leaders are aware of this and should ensure that the checking systems that they use are applied to all alternative education providers where pupils are placed.	**Report**
Selwyn	Continue to develop the way the pupils' learning is analysed to track progress in the wider curriculum, to match that already embedded for English and mathematics.	**Report**

5.6. Trust Statutory Reporting

As the single legal entity responsible for all NCL schools, Newham Community Learning is required to publish a number of statutory documents, and Trustees should be aware of these requirements.

The key statutory reports are:

- Audited annual accounts and governance report
- Gender Pay Gap Reporting
- Executive Pay Reporting
- Annual Declarations of Business and Pecuniary Interests

Our school websites all provide links to this page of the website, where all of the above reports can be found.

The Trust is also required to publish a Section11 Safeguarding report annually in arrears. The 2022-23 report can be found here.

6. Directory of Members, Trustees and Governors, and Committee membership

6.1. Members

Name	Term of office	Trust email
Mr Abdul Rahim	Term not applicable for members	abdul.rahim@ncltrust.net
Mr Haydn Powell	Term not applicable for members	haydn.powell@ncltrust.net
Ms Helen Lam	Term not applicable for members	helen.lam@ncltrust.net
Mr Sinnathurai (Steve) Loganathan	Term not applicable for members	steve.logans@ncltrust.net
Mr David Lock	Term not applicable for members	david.lock@ncltrust.net

All our company members are listed on our Get Information About Schools page.

6.2. Trustees and key roles

Role	Name	Term of Office expires	Additional responsibilities	Email
Chair (and Chair of SB LGB)	Mr Paul Leslie	11/02/2025		paul.leslie@ncltrust.net
Vice Chair	Ms Janette Ballard	11/02/2025	Chair of Audit, Risk and Development Committee	janette.ballard@ncltrust.net
Trustee (and governor at LCS)	Mr Neil Beighton	17/11/2027	Chair of Pay and Performance Committee	neil.beighton@ncltrust.net
Trustee (and parent governor at LCS)	Ms Pam Chadha	09/02/2026	Safeguarding Lead	pam.chadha@ncltrust.net
Trustee	Ms Christina	19/05/2027	Staff Engagement	christina.parry@ncltrust.net

Role	Name	Term of Office expires	Additional responsibilities	Email
	Parry		Lead	
Trustee	Mr Sarvesh Ramachandran*	21/07/2026		sarvesh.ramachandran @ncltrust.net
Trustee (and parent governor at SB)	Mr Momodou Sanyang	11/05/2026		momodou.sanyang@ncltrust.net
Trustee	Mr Mansoor Siddique	21/07/2026	Cyber Security and Data Protection Lead	m.m.siddique@ncltrust.net @ncltrust.net
Trustee	Mr Sergey Sidorov	21/07/2026	Finance Lead	sergey.sidorov@ncltrust.net

NOTE: two of our schools currently have representation at the Board level. We are in the process of finalising the appointments of the following to ensure that all our local governing bodies are represented at Board level:

- Ms Julianne Marriott - Eastlea Chair of Governors
- Ms Jenni Rhodes - Portway Chair of Governors
- Mr James Griffiths - Rokeby Chair of Governors
- Mr Matthew Carlile - Selwyn Chair of Governors

* Sarvesh will leave our Board in December 2024

6.2.1. Our Trustees and their key roles

Our Trust Board Committees support the work of the Board, and, other than our Local Governing Bodies, they consist of members of the Board. Their Terms of References are part of our overall Scheme of Delegation and can all be found on the Funding and Scheme of Delegation Page of the website and are also available on the links below:

- Finance and Resources Committee Terms of Reference
- Standards and Community Committee Terms of Reference
- Audit, Risk and Development Committee Terms of Reference

Name	**Standards Committee** **Lead Exec:** Andy Hemmings	**Finance and Resources Committee** **Lead Exec:** Jacqui Waine + Abi Ejiofor	**Audit Risk and Development Committee** **Lead Exec:** Anthony Wilson + Jacqui Waine	**LGB** **Lead Exec:** Central Team Links for schools
Mr Paul Leslie		Member		SBS (Chair)
Ms Janette Ballard	Member		Chair	Eastlea (Chair)
Mr Neil Beighton		Chair		Lister (Chair)
Ms Pam Chadha	Chair		Member	Lister parent governor
Ms Christina Parry		Member	Member	Trustee
Mr Sarvesh Ramachandran	Member		Member	Trustee
Mr Momodou Sanyang	Member	Member		Sarah Bonnell parent
Mr Mansoor Siddique		Member		Trustee and Cyber Data protection Lead
Mr Sergey Sidorov		Member	Member	Trustee
Ms Jenni Rhodes*				Portway (Chair)
Mr James Griffith*				Rokeby (Chair)
Mr Matthew Carlile*				Selwyn (Chair)
Ms Julianne Marriott*				Eastlea (Chair)

* These new appointments are in the process of being finalised.

Additional committees function as sub-committees of the standing committees, and will be established on an ad hoc basis, but may have an identified Chair:

- Pay and Performance Committee - Chaired by Mr Neil Beighton
- *Under consideration:* Disciplinary Committee

6.3. Local Governing Bodies

At Newham Community Learning, the key areas of focus are: (a) standards, (b) safeguarding, and (c) staff, student and community voice. The Leadership and Governance Decision Planner document provided in this Handbook outlines the key responsibilities and accountabilities of the Local Governing Bodies across the key areas of our Trust's activities.

The constitution and key tasks of our local governing bodies, which are also committees of the Trust Board are detailed in our Terms of Reference, published on the Funding and Scheme of Delegation page of our website.

Key areas of responsibility are as follows:

- At the local school level, sets the overall vision, ethos and strategic direction of the school.
- Drives school improvement at their school - using the School Development Plan and the School Evaluation Plan.
- Using the Headteacher's Report, analyses pupil and staff data to help inform an understanding of how the school is performing. Supported by School Visits and Link Governor Visits.
- Being part of the local community that the school serves - supporting the work of the school leadership team to ensure that it is the school of choice for local families.
- Approval as a 'first review') of the school's budget (which is then approved by the Trust Board).

6.3.1. Eastlea Community School

Name	Term of Office expires	Email
Ms Julianne Marriott - Chair	11/02/2025	julianne.marriott@ncltrust.net
Mr Christopher Edge	25/05/2026	christopher.edge@ncltrust.net
Ms Janet Moore	11/02/2025	janet.moore@ncltrust.net
Ms June Greene - staff governor	04/01/2026	june.greene@eastlea.ncltrust.net
Mr Krishna Kakkaiyadi	11/02/2025	krishna.kakkaiyadi@ncltrust.net
Ms Sarah Morgan - Headteacher	Ex Officio	sarah.morgan@eastlea.ncltrust.net
Mr William Whiteside -	11/03/2024	william.whiteside@ncltrust.net

parent governor		

6.3.2. Lister Community School

Name	Term of Office expires	Email
Mr Kamran Ansari - Chair	17/11/27	kamran.ansari@ncltrust.net
Mr Neil Beighton - Acting Chair	17/11/2027	neil.beighton@ncltrust.net
Ms Alice Clay - Headteacher	Ex Officio	alice.clay@lister.ncltrust.net
Mr Bruno Dos Santos	24/01/2027	bruno.dossantos@lister.ncltrust.net
Mr Joe Seddon	03/11/2024	joe.seddon@ncltrust.net
Ms Juthsnara Begum - staff governor	10/10/2026	jusna.begum@lister.ncltrust.net
Ms Paramjit (Pam) Chadha - parent governor	09/02/2026	pam.chadha@ncltrust.net
Mr Salman Raza	20/03/2026	salman.raza@ncltrust.net
Ms Heidi Caccioppoli[1]	05/09/2028	heidi.caccioppoli@portway.ncltrust.net
Mr Sajeed Patni	05/09/2028	sajeed.patni@ncltrust.net
Mr Bilal Khankhara - parent governor	05/09/2028	bilal.khankhara@ncltrust.net

6.3.3. Portway Primary School

Name	Term of Office expires	Email
Ms Jenni Rhodes - Chair	02/05/2028	jennifer.rhodes@ncltrust.net
Ms Airina Narbuntiene - staff governor	13/10/2027	airina.narbuntiene@portway.ncltrust.net
Ms Debra Idowu	31/01/2026	debra.idowu@ncltrust.net

[1] Heidi is also a member of staff at Portway, who has a child at Lister.

Mr Fifelomo Coker	13/10/2027	fifelomo.oshun@ncltrust.net
Ms Genine Whitehorne - parent governor	25/06/2028	genine.whitehorne@ncltrust.net
Mr Geoffrey Stanning - parent governor	25/06/2028	geoffrey.stanning@ncltrust.net
Mr James Johnston - Vice Chair	01/03/2021	james.johnston@ncltrust.net
Mr Lewis Francis	17/09/2027	lewis.francis@ncltrust.net
Mr MD Hazrat Ali	25/06/2028	mdhazrat.ali@ncltrust.net
Ms Rachael Olu	25/02/2028	rachael.olu@ncltrust.net
Mr Scott Chudley - Headteacher	Ex Officio	scott.chudley@portway.ncltrust.net

6.3.4. Rokeby School

Name	**Term of Office expires**	**Email**
Mr James Griffiths - Chair	22/06/2025	james.griffiths@ncltrust.net
Mr Afham Ishmail - parent governor	19/12/2025	afham.ishmail@ncltrust.net
Mr Akif Rahman	11/06/2027	akif.rahman@ncltrust.net
Ms Farzana Khan	25/06/2027	farzana.khan@ncltrust.net
Ms Gifty Wayoe - staff governor	13/10/2026	gifty.wayoe@rokeby.ncltrust.net
Ms Jo Doyle - Headteacher	Ex Officio	jo.doyle@rokeby.ncltrust.net
Ms Julie Fox	17/09/2027	julie.fox@ncltrust.net
Mr Michael Fenn	08/10/2025	michael.fenn@ncltrust.net
Mr Michael Osborne	10/10/2025	michael.osborne@ncltrust.net
Mr Parvesh Gharu	11/06/2027	parvesh.gharu@ncltrust.net
Ms Sarah Lawson	10/03/2026	sarah.lawson@ncltrust.net

Ms Unity Harris - parent governor	10/03/2026	unity.harris@ncltrust.net

6.3.5. Sarah Bonnell School

Name	Term of Office expires	Email
Mr Paul Leslie - Chair	06/07/2026	paul.leslie@ncltrust.net
Ms Annalise Amoako - staff governor	31/10/2026	annalise.amoako@sarahbonnell.ncltrust.net
Ms Caroline Verdant	08/12/2026	caroline.verdant@ncltrust.net
Mr Kristian Grice - Vice Chair	06/07/2026	kristian.grice@ncltrust.net
Mr Momodou Sanyang - parent governor	11/05/2026	momodou.sanyang@ncltrust.net
Mr Quoc Tran	15/05/2026	quoc.tran@ncltrust.net
Ms Rae Potter - Headteacher	Ex Officio	rae.potter@sarahbonnell.ncltrust.net
Mr Richard Tillett	31/01/2026	richard.tillett@ncltrust.net
Ms Sherrice Siddique	21/04/2028	sherrice.siddique@ncltrust.net

6.3.6. Selwyn Primary School

Name	Term of Office expires	Email
Mr Matthew Carlile - Chair	13/10/2027	matthew.carlile@ncltrust.net
Ms Helen Mawer - Headteacher	Ex Officio	helen.mawer@selwyn.ncltrust.net
Ms Laura Partington - staff governor	31/05/2026	laura.partington@selwyn.ncltrust.net
Ms Lucy Nicholls	31/01/2026	lucy.nicholls@ncltrust.net
Ms Oneija Taher	20/02/2026	oneija.taher@ncltrust.net

Ms Sarita Sharma	30/06/2027	sarita.sharma@ncltrust.net
Mr Siddhant Menezes	13/10/2027	siddhant.menezes@ncltrust.net

Any changes to the above are reflected in the school Get Information About Schools records which are available on the Structures and Oversight page of the website.

6.4. Central Team

Our Trust Central Team exists in order to support our schools to achieve the best possible educational outcomes for every child. The work of the team falls into two main areas, both of which are overseen by our CEO.

- School Improvement Team - lead by Andy Hemmings, Director of Education
- Trust Operations Team - lead by Jacqui Waine, Chief Operating Officer

Anthony Wilson	CEO	anthony.wilson@ncltrust.net
School Improvement Team		
Andy Hemmings	Director of Education	andrew.hemmings@ncltrust.net
Emma Nicholls (part time - 0.4)	Executive Leader - Primary	emma.nicholls@ncltrust.net
Charlotte Robinson (part time - 0.6)	Executive Leader - Secondary	charlotte.robinson@ncltrust.net
Kate Naylor	Director of Staff Development	kate.naylor@ncltrust.net
Shaun Brown	Director of Student Support	shaun.brown@ncltrust.net
Kathy Rees (part time - 0.4)	SEND Advisor	kathy.rees@ncltrust.net
Rosana Espino	Trust Data Lead	rosana.espino@ncltrust.net
Trust Operations Team		
Jacqui Waine	COO	jacqui.waine@ncltrust.net
Abi Ejiofor	CFO	abi.ejiofor@ncltrust.net
Justen Murton	Director of HR	justen.murton@ncltrust.net
Tolu Anomo	Trust Finance Officer	tolu.anomo@ncltrust.net
Skye Beaumont	Trust HR Administrator	skye.beaumont@ncltrust.net
Other Central Team staff		
Joy Parker	Governance and Project	joy.parker@ncltrust.net

	Consultant	
Lucia Glynn	Trust Development Officer	lucia.glynn@ncltrust.net
Rachel Farley	Executive Assistant to the CEO	ceo.pa@ncltrust.net
Jesse Arenson	Marketing and Communications Lead	ncl.communications@ncltrust.net

6.5. School Leaders

Our Headteachers at our schools both lead their schools and support Newham Community Learning as a whole.

Name and role	School	Email
Ms Sarah Morgan	Eastlea Community School	sarah.morgan@eastlea.ncltrust.net
Ms Alice Clay	Lister Community School	alice.clay@lister.ncltrust.net
Mr Scott Chudley	Portway Primary School	scott.chudley@portway.ncltrust.net
Ms Jo Doyle	Rokeby School	jo.doyle@rokeby.ncltrust.net
Ms Rae Potter	Sarah Bonnell School	rae.potter@sarahbonnell.ncltrust.net
Ms Helen Mawer	Selwyn Primary School	helen.mawer@selwyn.ncltrust.net

Note: Our aim is to include the roles and responsibilities of school leadership teams in the next edition of this Handbook

6.6. Trust Associate Leaders

Our Trust Associate Leaders are based at our schools but work to share and develop their practice across all our schools.

Name and role	School based at	Email
Ms Nazanin Shirani - Trust Associate Leader	Eastlea Community School - Assistant Headteacher	nazanin.shirani@eastlea.ncltrust.net
Mr Michael Boxall - Trust Associate Leader	Selwyn Primary School - Deputy Headteacher	michael.boxall@selwyn.ncltrust.net

7. Calendar and agendas for Trustee and Governor meetings 2024-25

7.1. Meeting protocols

Agendas for Trust Board, Committee and Local Governing Bodies are set in advance and distributed electronically. All are entered into the live Trust Governance Calendar - which trustees and governors can both use to view, and to select events to add to personal, or their own Trust calendars.

Attendance at all four scheduled Trust Board meetings is usually in person (but with the option to join remotely for those who would otherwise be unable to attend. Trust Board Committee meetings are usually held online. LGBs have scope to meet either virtually or in person,

All meetings are minuted by a professional clerk, who understands the Terms of Reference and can support the Board or Committee on any procedural issues.

Rules on whether a meeting is quorate are set out in the committee terms of reference already referenced. Committees are quorate for decision making purposes when two thirds of the members are present at the meeting.

7.2. Members' Annual General Meetings

Members have access to Trust Board meeting documents, but do not usually attend Trust Board committees or meetings. They attend the annual AGM, which usually precede a Trust Board meeting.

The Members' Annual General Meeting this year will be held on 03 April 2025, in advance of the Trust Board meeting scheduled for late afternoon on that day.

The standard agenda items for annual meeting include:

- Election of Chair for the meeting
- Approval of audited annual accounts
- Review of company members
- Review of potential appointments to the Trust Board
- Approval of the Trust's external auditors
- Any other business

7.3. Trust Board Meetings

The Trust Board will meet four times in 2024-25. The first meeting of the year, early in the autumn term, is structured specifically to focus on the educational outcomes for our students the previous year.

The remainder of the meetings are all structured as follows:

- Part 1 - Standing Items and Policies
    - Welcome
    - Appointments
    - Policies for approval
    - Safeguarding update
- Part 2 - Trust Board Business, key priorities and committee business
    - Trust Board business
    - Trust Board priorities
    - Standards and Community Committee business
    - Finance and Resources Committee business
    - Audit, Risk and Development Committee business

Template agendas are available in the appendices to this document.

All meetings are minuted by a professional clerk. The Central Team provides a Meeting Feedback Report within 48 hours of the meeting, ensuring that decisions and actions are captured and circulated to trustees.

Attendance at meetings of both the Trust Board and its committees is recorded and published on the website; attendance for 2023-24 is available here.

7.4. Committee Meetings

As outlined earlier in the Handbook, the Committees of the Board support its work as outlined in the terms of reference.

Meetings are held termly, usually online, and are minuted by a professional clerk. As detailed in the previous section, the work of the Committees feeds into the Trust Board. As per the section above, all meetings are minuted by a professional clerk, a meeting feedback report is provided, and attendance is published.

All meetings are available in the Trust Governance Calendar.

7.5. Meetings of the Local Governing Bodies

Local governing bodies meet once termly. They also start the year with an additional meeting to specifically review the results of the previous year.

Template agendas are prepared by the Central Team, to ensure consistency. The Results Template and the Autumn 1 template agendas are available in the appendices to this document. The overview of items covered in the spring and summer term are also provided; these are added to agendas which are issued in the same format.

Meetings are held termly, usually online, and are minuted by a professional clerk. Attendance is published on the website; attendance at all meetings held in 2023-24 is available here.

All meetings are available in the Trust Governance Calendar.

7.6. School Improvement Boards

Key to our working together as a group of schools is our ability to drive school improvement. Our School Improvement Model draws on a wide range of internal expertise, and is characterised by:

- **Central Team Link (CTL):** Each school has a dedicated contact person from the SIT who provides regular support and guidance.
- **Focus on Data and Progress:** Schools receive regular data analysis and reports to track progress against centrally set targets and agreed improvement priorities.
- **Collaborative sharing between school leaders:** There are various meetings for school leaders to share best practices, discuss priorities, and receive feedback.
- **Targeted Support:** Schools needing extra help can be designated "supported schools" and receive a more intensive support package.
- **Improvement driven governance:** The work of local governing bodies (LGBs) and the trust Standards and Community Committee are aligned to provide school and trust level oversight.
- **Annual Stakeholder Perception Surveys:** Analysis of annual surveys of pupils, parents and staff feeds directly into school improvement planning.

7.7. Trustee and Governor Conference 2025

Our biennial Governance Conference is an opportunity for our whole governance community to come together. It is scheduled on a Saturday at one of our schools, and is structured around a key topical theme in education. It includes:

- An address by the CEO
- Celebrations of our success as schools and as a collective, lead by Headteachers
- Keynote address by an external speaker, who will lead on the theme
- Workshops to develop ideas shared with the keynote speaker within our Newham Community Learning context

8. How we work as a Trust

Key to our effectiveness as a Trust is working as a collective across our local schools. The role of our Executive Group, our School Improvement Team and our Operations Team are described below; it is the interaction and partnership between these groups that we believe will deliver the best possible outcomes for all our children and young people.

8.1. Executive Group

Headteachers play a vital role not only in leading their individual schools but also in the collective leadership of the Trust. The Executive Group, made up of the Headteachers and senior members of the Central Team, meet fortnightly to discuss school improvement and operational issues. This enables Headteachers to share with each other and with Central Team any emerging issues, and to feed their views into the development of Trust policy.

8.2. School Improvement Team and Central Team link meetings

The School Improvement Team is led by Director of Education, Andy Hemmings , who has overall responsibility for quality of education in the Trust. He is supported by other members of the team as outlined in the Central Team table provided earlier in this Handbook.

The School Improvement Team will work with staff in schools on a range of projects, but with our core focus in 2024-25 on developing **student literacy, Maths fluency**, and ensuring that **primary and secondary practitioners have the opportunity to learn from each other.**

We will continue with the **Yr 5-8 Maths project**, and develop the equivalent group for **English language skills.**

The focus of our **NCL Learning day and Twilights** will be on strengthening our understanding of core skills and knowledge for every subject, from EYFS to KS4.

The CPD Leads in each school will continue to work together to develop additional opportunities for CPD across the Trust.

Effective school improvement across the Trust depends on a thorough shared understanding of the issues facing each individual school. There is therefore a fortnightly meeting between the Headteacher (each) and a Central Team link member as follows:

- Eastlea CT Link - Anthony Wilson, CEO
- Lister CT Link - Charlotte Robinson, Executive Leader - Secondaries
- Portway CT Link - Andy Hemmings, Director of Education
- Rokeby CT Link - Andy Hemmings, Director of Education
- Sarah Bonnell CT Link - Andy Hemmings, Director of Education.

- Selwyn Primary School CT Link - Emma Nicholls, Executive Leader - Primaries. Emma also supports Carpenters in this manner as part of the School Improvement SLA in place.

8.3. Operational Group meetings

As a Trust, the Newham Community Learning Trust Board is ultimately accountable for all aspects of the performance of all schools within the organisation. The Academy Trust Handbook, updated annually, outlines key operational statutory responsibilities as follows:

> *As an organisation, the trust has a range of responsibilities under current legislation and statutory guidance. Trusts' responsibilities include such matters as* ***safeguarding****,* ***health and safety*** *and* ***estates management***[2]***.*** *Ensuring strong governance in these areas will be a key priority for the board.*
>
> *The trustees must ensure* ***regularity and propriety in use of the trust's funds****, and achieve economy, efficiency and effectiveness – the three elements of value for money. The trustees must also take ownership of the trust's financial sustainability and its ability to operate as a going concern.*

The Trust is also the **employer of all staff**, as well as the registered **data controller** of all personal data.

As a Central Operational Team, led by Jacqui Waine, COO, a key part of our work is to ensure that we are making the most of working as a Trust of six schools. This includes looking at the most efficient ways to deliver Trust services - which covers vital back office areas such as governance, statutory compliance, health and safety, estates management, finance, HR, IT support, purchasing, systems improvement and data protection - as well as reviewing major contracts.

Collectively we spend over £14m on non-staff costs, including millions of pounds on catering, cleaning, utilities, IT provision and other contracts. The goal in all cases is to ensure continuity of provision and high quality services, but to achieve significant savings through our bulk purchasing power.

In support of this work, four operational groups have been in operations throughout the last two years of the Trust's operations. For the year 2023-24, these were as follows, and were made up of colleagues from across all NCL schools:

- Finance and Budget
- Safeguarding, Safer Recruitment and HR
- Data Protection, IT and Cyber Security
- Estates and Health and Safety

[2] In her forward to the September 2023 edition, Baroness Barran emphasises the importance of ensuring the health and safety of all children attending schools and the staff working in these schools. She goes on to flag that as a result, there are updates in this edition concerning the safety and management of school estates.

A summary of the output of all these groups is provided to school leaders, trustees and governors via the Operations Group Meeting Summaries.

As the Trust moves ahead with centralisation of Trust Services, these groups will evolve to fit the new structure.

8.4. Other Trust wide meetings

8.4.1. Equalities and Staff Wellbeing Working Groups

There are two additional groups which meet regularly to ensure that key areas of staff wellbeing are addressed: the **Equalities Group** (chaired by Hana Malik, Assistant Headteacher at Sarah Bonnell) and the **Staff Wellbeing Group** (Chaired by Jacqui Waine, COO). The work of these groups is reported to the Finance and Resources Committee. Trustees and Governors are also welcome to contact Hana and Jacqui directly if they wish to learn more about the work of these groups.

- Equalities Working Group - Terms of Reference
- Staff Wellbeing Group - Terms of Reference

8.4.2. Meetings with Union Representatives

Headteachers meet regularly with school representatives of staff unions, which include NEU, NASWT, NAHT, ASCL, UNISON, UNITE and GMB. Borough representatives of all these unions are also invited to the termly Trust Joint Consultative Committee (JCC). The JCC is the forum where unions may raise issues affecting staff across the Trust and where the Trust representatives will present any proposals on which we wish to consult the unions.

8.5. Trust data and stakeholder surveys

[this section to be added in next draft]

8.6. Regulatory environment, Newham and other key partners

8.6.1. Key elements of the regulatory landscape

Department for Education

The Department for Education (DfE) is responsible for:

- teaching and learning for:
    - children in the early years and in primary schools
    - young people in secondary schools
    - young people and adults in apprenticeships, traineeships, further education and higher education

- supporting professionals who work with children, young people and adult learners
- helping disadvantaged children and young people to achieve more
- making sure that local services protect and support children

Regional Directors- RDs

The Regional Directors (RDs), previously known as the Schools Commissioners Group, is part of the Department for Education. The RDs are responsible for overseeing academies and free schools in their regions. Their main duties include:

- Academy Approvals: Approving new academies and free schools, as well as changes to existing ones.
- Performance Monitoring: Monitoring the performance of academies and intervening when they are underperforming.
- Governance: Ensuring that academies have strong governance structures in place.
- Support and Advice: Providing support and advice to academy trusts and schools considering conversion to academy status.

The RDs work closely with local authorities, academy trusts, and other stakeholders to ensure that schools provide high-quality education and meet the needs of their students.

Where Trusts are looking to grow, the RDs focus on the following aspects of governance:

- The composition and skill sets of members and trustees
- The track record and skill sets of the executive team
- The trust's Scheme of Delegation

Newham Community Learning falls into the London region and the current Regional Director is Claire Burton.

The Education and Skills Funding Agency

NOTE - in September 2024, the government announced that effective March 2025, the ESFA would be closed with the function moved back into the DfE, with the aim being to ensure a more cohesive approach.

As it is currently set up, the Education and Skills Funding Agency (ESFA) is responsible for:

- Accountable for €58 billion for the education and training sector
- Regulates academies, further education and sixth-form colleges, and training providers, intervening where there is risk of failure or evidenced mismanagement of public funds
- Delivers major projects and operates key services in the education and skills sector

The ESFA sets specific requirements around risk, audit and compliance:

- Trusts must establish a finance audit committee
- Trusts must operate a programme of internal audit
- Trusts must maintain a risk register and management risks including contingency and business continuity planning

- Trusts must have adequate insurance cover
- There are a range of compliance requirements set out in the Academies Financial Handbook that must, and should be met
- These requirements complement the requirements set out in the Articles of Association, Master Funding Agreement and Supplemental Funding Agreements

Ofsted

Ofsted is responsible for:

- Inspecting maintained schools and academies, some independent schools and other educational institutions
- Inspecting childcare, adoption and fostering agencies and initial teacher training
- Publishing reports on findings so they can be used to improve the overall quality of education and training
- Regulating a range of early years and children's social care services, reporting to policymakers on the effectiveness of these services
- Ofsted inspects individual academies, taking a risk-based approach to prioritising the intervals between inspection of an individual school
- The School Inspection Framework 2019 places more emphasis on curriculum rather than exam results
- Ofsted can only carry out summary evaluations of the quality of education provided by a MAT by inspecting a sample of their schools. It cannot inspect the trust itself nor make graded judgements.

Local Authorities

Engagement between academies and Local Authorities varies and include:

- Admissions and pupil place need
- Exclusions and managed moves
- Special Education Needs and Disabilities (SEND) support and the Local Offer Inspections School improvement visits
- Procurement of services by the school

Companies House

Companies House is responsible for:

- Incorporating and dissolving limited companies
- Examining and storing company information
- Making information available to the public

Charity Commission

The Charity Commission is responsible for:

- Registering eligible organises established for only charitable purposes
- Taking enforcement action when there is malpractice or misconduct
- Ensuring that charities meet their legal requirements, including providing information on their activities
- Making appropriate information about each registered charity widely available to the public
- Providing guidance to help charities run effectively
- Providing online services for charities

8.6.2. London Borough of Newham

As a locally focussed Trust, and as one of the largest trusts in Newham, NCL places high value on a positive working relationship with the London Borough of Newham. While not responsible for Academies, the LA continues to exercise an important role in relation to Safeguarding, Admissions, Exclusions and Place Planning. The Chair of the Trust and the CEO have regular contact with the following postholders, alongside a number of other officers:

- Statutory Deputy Mayor and Cabinet Member for Environment, Sustainable Transport, Children's Services and Education - Sarah Ruiz
- Corporate Director of Children and Young People - Laura Eden
- Director of Education, Inclusion and Achievement - Annabel Bates

Trustees, Governors and school leaders are also encouraged to develop and maintain good working relationships with Newham representatives, and are asked to update the CEO on any senior level contact in relation to Trust or school issues.

8.6.3. Other Partners

The Trust and individual school also maintain close working relationships with a wide range of partners including other trusts in Newham. These include:

Learning In Harmony Trust	LiHT is a MAT of similar size to NCL, but with schools outside Newham as well as within Newham. LiHT operate the JFK special school annexe on Lister site and work collaboratively with NCL to support our SEND provision.
Mulberry Trust	Mulberry Trust is a Trust based in Tower Hamlets, and with some similarities to NCL. We are currently funded by the DfE to receive School Improvement support by the DfE (this funding is available to Trusts which have sponsored schools which were previously graded Inadequate).

Teach First	NCL Schools have had a long standing relationship with Teach First, and in the academic year 24/25, ten trainees are beginning their teaching career with us through the main Teach First programme.
Greenhouse	Greenhouse is a sports education charity which works with several of our schools to provide sports coaches based in the school.
South East Psychology	South East Psychology is a social enterprise that provides educational psychology services to schools and academies in London and the South East of England. They work with all our secondary schools, and we have found them to offer a high-quality service, which includes staff training, specialist support for individual pupils and helping us to access appropriate funding for our children.
Place2Be	Place2Be is a children's mental health charity that provides counselling, mental health support, and training to schools across the UK. They have over 25 years' experience in this area, and provide a range of services to our schools including counselling and student and staff support.

9. Trustee and governor involvement in key processes

9.1. Target setting and Performance Management for senior leaders including Headteachers

The Trust sets targets annually for certain key outcomes. These include:

- Secondary students:
    - *Attainment 8 score* - the progress that pupils in a school make from the end of primary school to the end of year 11; it is a type of value-added measure, which means that pupils' results are compared to other pupils nationally with similar starting points.
    - *Grade 5 or above in English and maths* - GCSEs are graded from 1 to 9; Grade 5 in the new grading is a similar level of achievement to a high Grade C or a low Grade B in the old grading.
    - *Percentage entered for EBacc* - a pupil is considered to have entered for the English Baccalaureate if they are entered for qualifications in English, maths, sciences, a language and either history or geography. These are considered to be a core of the most important subjects to study.
    - *EBacc average points score* - this score calculates a pupil's average points score across the 5 pillars of EBacc.
- Primary students
    - *Expected achievement scores in maths and English* - percentage of students who are reaching the expected standard in maths, reading, grammar, spelling and punctuation. These are assessed through nation-wide SATS tests. Teacher assessments are added in writing and science.
    - *Greater depth achievement scores in maths and English* - as above, but 'greater depth' - ie. higher scores.

Trustees will be presented with the proposed targets at the first Trust Board meeting of the year and asked to approve them. These trust targets will then form part of the targets for individual schools and for the CEO, Director of Education, and for Headteachers at all schools.

The performance management process follows the Trust Appraisal Policy which is available on the Staff Policies page on the Trust website. Usual practice is to have three or four overall targets for senior leaders, one of which will be linked to the numerical outcomes at KS1, KS2 or KS4. For Headteachers one target will be related to their contribution to school improvement across the Trust. Pay committees will also set a personal development target.

Performance management of the CEO is carried out by the Trust Pay Committee. Performance management of Headteachers is carried out by a Pay Committee formed from the Local Governing Body, with the CEO attending as an advisor to the committee. LGB and Trust Pay Committees should normally consist of at least three Governors or Trustees. Any issues in the management of

the Headteacher performance which cannot be resolved in discussion at the Pay Committee or in consultation with the Trust CEO are referred to the Trust Pay Committee. Any exceptional payments should also be referred to the Trust Pay Committee for consideration before final approval by the Trust Board.

9.2. Budget setting and monitoring of finances

As already described in this Handbook, the Trust is the legal entity, with the Trust Board responsible for its financial performance. The way in which the Board delegates certain of its responsibilities to local layers of governance, to the CEO and to the Headteachers is outlined in the Leadership and Governance Decision Planner referenced in the previous section.

The Trust's Finance Policy details all the financial arrangements and safeguards in place across Newham Community Learning in order to safeguard public funds and to ensure value for money.

At every Trust Board meeting, the CFO ensures that trustees have sight of monthly accounts. These are also reviewed at meetings of the Local Governing Bodies. The Board is responsible for approval of each school's budget, and the overall Trust budget.

Monthly management accounts are always made available to trustees sitting on the finance and resources committee and to the Trust Board as a whole.

Other key information fed back to the Trust Board and the Finance and Resources Committee includes:

- The Trust's 3 year budget for approval;
- The audited accounts and annual report for approval;
- Oversight of the internal audit schedule;
- Feedback further to any external reviews, including progress made against recommendations.

9.3. Exclusions and suspensions

Newham Community Learning (NCL) aims to support its students by maintaining high behavioural standards and using supportive interventions to ensure that exclusion is used only as a last resort. Exclusions are managed by the Headteacher or Acting Headteacher, in line with the Trust's Suspensions and Exclusions Policy.

Key elements of the policy are provided below.

Policy Aims:

- Fair and consistent application of exclusions.
- Clear understanding of the exclusions process for all stakeholders.

- Ensuring student safety and preventing students from becoming NEET (Not in Education, Employment, or Training).
- Balancing individual pupil needs with the school community's needs.
- Using exclusion primarily to support behaviour change and as a last resort.

Legislative Framework: The policy aligns with statutory guidance and legislation from the Department for Education and other relevant acts, including:

- Education Act 2002 (amended 2011)
- School Discipline (Pupil Exclusions and Reviews) Regulations 2023
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014

Decision to Exclude:

- Only the Headteacher or Acting Headteacher can decide on exclusions.
- Exclusion is used as a last resort after exploring other solutions.
- Decisions consider all relevant factors, including the pupil's SEN status and any provocation.

Definitions:

- **Suspension:** Fixed-period removal from school.
- **Permanent Exclusion:** Permanent removal from the school roll.
- **Off-site Direction:** Temporary placement at another educational setting.
- **Managed Move:** Permanent transfer to another school.

Roles and Responsibilities:

- **Headteacher:** Responsible for decisions on suspensions and exclusions, informing parents, governing boards, and local authorities, and ensuring compliance with statutory procedures.
- **Governing Body:** Reviews exclusions, ensures the policy is applied fairly, and monitors data on suspensions and exclusions.

Informing Stakeholders:

- **Parents:** Notified promptly about exclusions and given information about their rights and the exclusion's impact.
- **Local Authority:** Must be notified of exclusions.
- **Social Workers/VSH:** Informed if the pupil is a looked-after child or has a social worker.

Providing Education:

- Work is provided during the first 5 days of a suspension or exclusion.

- For suspensions longer than 5 days or permanent exclusions, full-time education must be arranged by the school or local authority.

Cancellation of Exclusions:

- Exclusions can be cancelled before the governing body meets to review, but certain conditions apply.

The Trust Director of Student Support, Shaun Brown, maintains oversight of our exclusion policy and will present annual analysis of our exclusions data to the Standards Committee and Trust Board, with termly updates to the Standards Committee.

9.4. Complaints

Resolving Complaints

The Trust aims to resolve complaints at the earliest possible stage in all instances. We also believe that a robust and thorough complaints policy helps to maintain positive parental engagement, and helps us to learn as an organisation. The Newham Community Learning Complaints Policy is available on Policies Page of the Trust website, and is subject to regular review.

An overview of the documented stages is below. Trustees and governors are asked to pay particular attention to Stage 3 complaints, as they will be asked to be part of the panel considering the complaint. Similarly, they are asked to note the requirements when the complaints are about the the CEO or trustees.

Stage 1 – Informal Complaints

- Concerns should be raised with the class teacher, year head, or Headteacher.
- Complaints should not be taken directly to governors to avoid conflicts of interest.
- An informal response is given within ten school days.
- If unresolved, proceed to Stage 2.

Stage 2 – Formal Complaints

- Formal complaints must be submitted to the Headteacher (or a designated governor if about the Headteacher).
- Acknowledgement within five school days and a formal written response within fifteen school days.
- If about the Headteacher or governing body, the CEO's PA will manage the process.
- If still unresolved, escalate to Stage 3.

Stage 3 – Panel Hearing

- A panel of at least three governors or trustees (including an independent member) will review the complaint.
- Requests for Stage 3 must be made within five days of the Stage 2 response.
- The panel will meet within ten school days of the request.
- The panel can uphold or dismiss the complaint and recommend actions or changes.
- A detailed decision is provided within fifteen school days.

Potential Outcomes from a complaint

In the event that a complaint is upheld, potential actions by NCL may include:

- An explanation
- An admission of better handling
- Assurance of preventing recurrence
- Steps and timescales for changes
- Policy reviews
- An apology

Complaints about the Trust, CEO, or Trustees

- Complaints about the Trust should be directed to the CEO's Executive Assistant, Rachel Farley.
- The CEO or the Chair of the Trust Board (or Vice Chair if the complaint is about the Chair) will handle the investigation.
- If dissatisfied, escalate to a Complaint Panel through the CEO's PA.

9.5. Your role in a school inspection

1. School Governor's Role, Responsibilities, and Requirements: Governors play a strategic role in schools, focusing on overall direction rather than daily operations. Their responsibilities include understanding school governance through resources like the Academy Trust Governance Guide from the DfE, March 2024.

2. Knowledge of the School: Governors should continuously build their knowledge of the school to be effective. This includes understanding the school's context, performance, key policies, improvement priorities, and specific student group outcomes. By engaging with the school and asking the right questions, governors can gather essential insights to improve governance.

3. Evidence of Governor Challenge: During Ofsted inspections, governors must show they hold the headteacher accountable. Evidence of this can be demonstrated through governing body minutes, visits, discussions with pupils, and data analysis. It is important for governors to ask meaningful questions and not accept responses without scrutiny, while maintaining a non-confrontational approach.

4. Safeguarding: Governors must ensure the school keeps pupils and staff safe by overseeing safeguarding and health and safety policies. A designated governor, ideally not a staff member, should be responsible for safeguarding. All governors should understand safeguarding procedures and be familiar with the latest version of *Keeping Children Safe in Education (KCSIE)* - which is updated annually and is always available on this page.

5. Familiarity with Self-Evaluation and School Improvement Plans: Governors should actively engage in creating and monitoring the school's self-evaluation form (SEF) and school improvement plan (SIP), which outline areas for improvement. They should be able to confidently discuss progress and future plans for addressing school priorities, demonstrating their involvement in school development.

6. Knowledge of the Education Inspection Framework (EIF): Governors should be familiar with the *Education Inspection Framework (EIF)* and inspection handbooks, which outline Ofsted's inspection processes. Understanding what Ofsted looks for helps governors prepare for inspections and support continuous improvement.

7. Progress Since the Last Inspection: Governors must be aware of the school's progress since its last Ofsted inspection and any areas for improvement. This progress should be reflected in the SIP and discussed in meetings. Governors need to provide evidence of improvements or honest reflections on areas needing more attention.

8 School Website Compliance: Governors should ensure the school website complies with statutory requirements, including publishing key information on policies, performance, and governance. Regular audits of the website are crucial, as Ofsted inspectors may review it before an inspection.

9. Evidence Readiness: Governors should be prepared to provide evidence quickly during inspections.

11. Ofsted Questions for Governors: Governors should be prepared to answer questions on the quality of education, behaviour, leadership, and safeguarding. They should understand curriculum effectiveness, pupil progress, school behaviour, parental feedback and safeguarding measures.

9.6. Visiting schools

As part of the Leadership and Governance of the Trust/school teams, trustees and governors are accountable for performance.

Although regular scheduled Local Governing Body meetings ensure that the key business of the school is reviewed through the provision of reports and subsequent discussion, visits to schools are another key part of governance. Through these, governors and trustees are able to gather key insights, which they can then use when interrogating the data they are provided with at meetings.

These visits also allow governors and trustees to meet with members of the school leadership team other than the Headteacher.

In the case of Link Governors, arranging visits is a key part of discharging their duties in these areas. Guidance around school visits is available below and on the Governor Information and Login page on our Trust website

- School visits – trustee and governor protocol and safeguarding arrangements
- School visits – guide to effective questioning
- School visits – record form
- School visits – trustee and governor safeguarding visit pro forma for report

9.7. Safeguarding responsibility

The Trust has a Lead Safeguarding Trustee. It is the responsibility of the Board to oversee to interrogate safeguarding practice across Newham Community Learning, with Local Governing Bodies having specific oversight of safeguarding practice at their schools.

- **Oversight and Monitoring**: They ensure policies meet legal requirements and are properly implemented, with regular reviews of safeguarding practices.
- **Strategic Leadership**: Trustees and governors provide leadership, ensuring safeguarding is prioritised and integrated into key policies and procedures.
- **Training**: They receive safeguarding training and ensure staff and volunteers are regularly trained and updated.
- **Safer Recruitment**: They oversee robust recruitment procedures, including DBS checks, and ensure online safety measures are in place.
- **Curriculum and Collaboration**: Governors ensure safeguarding education is part of the curriculum and that schools work with local agencies to protect children.

10. Key policies and guidance documents

10.1. Key Trust Policies

Trustees and Governors should all ensure that they are aware of all the policies posted on the Trust Policies Page of the website. In all cases, the policies link to key statutory guidance.

Key policies include the following:

- Safeguarding Policy
- Safer Recruitment Policy
- Whistleblowing Policy
- Data Protection Policy
- Health and Safety Principles Statement
- Behaviour Principles Statement
- Pupil Attendance Policy

10.2. Academy Trust Handbook

The Academy Trust Handbook outlines the financial management and governance requirements that Trusts trusts must adhere to as a condition of their funding agreements with the DfE. Key areas covered are:

1. **Financial Management and Control**: It provides a framework for effective financial management and control, ensuring that academy trusts use public funds responsibly and transparently.
2. **Roles and Responsibilities:** The handbook defines the duties of key individuals within academy trusts, including members, trustees, accounting officers, and chief financial officers. This helps ensure clear accountability and governance.
3. **Internal Scrutiny**: It emphasises the importance of internal checks and balances to ensure systems are effective and compliant with regulations.
4. **Annual Accounts and External Audit**: The handbook outlines how academy trusts must report their finances, ensuring transparency and accountability to Parliament and the public.
5. **Delegated Authorities:** It specifies the financial freedoms and limits for academy trusts, including requirements for obtaining approvals for certain transactions.
6. **Regulation and Intervention**: The handbook details how the Department for Education (DfE) and the Education and Skills Funding Agency (ESFA) oversee academy trusts and intervene when necessary.

10.3. Education Updates

Every week, our Central Team reviews all key educational updates - from the DfE, from the Borough, and from other external sources. These are summarised in a single, easy to view document, and posted on the Governor Information and Updates page, on the Education Updates tab. Clicking this tab will take you to a screen that looks like the screenshot below; each update can be accessed from here.

10.4. Safeguarding guidance

All our Trust's safeguarding procedures and protocols are covered in our Trust Safeguarding Policy. This is regularly reviewed and updated, and can be found on the Policies Page of the website.

All governors and trustees are required to read Keeping Children Safe in Education, which is updated annually. Additional important information is available in the London Safeguarding Children Procedures.

10.5. Ofsted inspection framework

Ofsted (the Office for Standards in Education, Children's Services and Skills) inspects and regulates all services providing education across the UK. Key elements of the inspection process are outlined below.

10.5.1. Key Areas of Evaluation

- **Quality of Education:** This includes the curriculum's intent, implementation, and impact. Inspectors assess how well the curriculum meets the needs of students, how effectively it is delivered, and the outcomes it achieves.
- **Behaviour and Attitudes:** This area focuses on students' behaviour in school, their attitudes towards learning, and their overall engagement. Inspectors look at how well the school fosters a positive and supportive learning environment.
- **Personal Development:** This involves assessing how well the school supports students' personal growth and well-being, including their mental health, character development, and preparation for life beyond school.
- **Leadership and Management:** Inspectors evaluate the effectiveness of leadership and management at all levels within the institution. This includes the strategic vision, management practices, and how well leaders drive improvements and support staff.

10.5.2. Inspection Process

- **Preparation:** Schools are given notice of an inspection, allowing them time to prepare. Ofsted gathers information about the school beforehand, including data and previous inspection reports.

- **Fieldwork:** Inspectors visit the school and conduct a range of activities, such as observing lessons, reviewing students' work, and talking to students, staff, and parents.
- **Evaluation:** Inspectors use the collected evidence to assess the school's performance against the key areas of evaluation. They also consider the context of the school and any challenges it may face.

10.5.3. Judgement Categories[3]

- **Outstanding:** The school provides an exceptional quality of education and care.
- **Good:** The school meets the requirements and delivers a high standard of education and care.
- **Requires Improvement:** The school has some areas that need improvement but is not failing.
- **Inadequate:** The school does not meet the required standards, and significant improvements are necessary.

10.5.4. Reporting

- After the inspection, Ofsted provides a detailed report that includes strengths and areas for development. This report is published publicly and can be used by parents, policymakers, and the school itself to drive improvements.

[3] Note that single word judgements are being phased out and will be replaced with a 'report card'.

11. Guidance and training

11.1. Trustee and Governor User Guides

All governors and trustees are issued with a Trust Google account, through which they access all school and Trust information. Support is provided to ensure that all are able to access what they need to carry out their role effectively.

Our 'How to' guides page for trustees and governors includes guides which describe, in step by step written/ video format:

Guide A - [Trustees and governors] - How to access a Trust account on a personal device via the Google Login page on the Trust website ; a video explanation is accessible here

Guide B - [Trustees, governors and staff] - How to create an email signature

Guide C - [Trustees, governors and staff] - How to set up email forwarding in Gmail

Guide D - [Trustees, governors and staff] - How to migrate a Google Calendar from one Google account to another

Guide E - [Trustees and governors] - Welcome and how to find key Trust information on the website - 2 minute video

11.2. Overview of our trustee and governor training offer

Across Newham Community Learning, we work to ensure that our trustees and governors are engaged and well informed in order that are able to carry out their roles effectively - whilst recognising that every one of them is volunteering their time.

We support our trustees and governors through a programme of training, delivered both online and in person. This programme is tailored to meet both our statutory responsibilities and to ensure that information specific to our context is also provided.

Our regular in person governor conference provides an opportunity for additional training and for governors and trustees to meet and to share information.

We also have a number of Link Governor roles. Governors in these roles are provided with additional training in their area of focus - eg. Safeguarding.

11.3. Visits to school and working with the Senior Leadership Teams

As part of the Leadership and Governance of the Trust/school teams, trustees and governors are accountable for performance.

Although regular scheduled Local Governing Body meetings ensure that the key business of the school is reviewed through the provision of reports and subsequent discussion, visits to schools are another key part of governance. Through these, governors and trustees are able to gather key insights, which they can then use when interrogating the data they are provided with at meetings. These visits also allow governors and trustees to meet with members of the school leadership team other than the Headteacher.

In the case of Link Governors mentioned above, arranging visits is a key part of discharging their duties in these areas.

11.4. Courses and webinars - National College

Once members, trustees and governors have logged into their Trust Google account, and advised Joy Parker, Governance Professional, on joy.parker@ncltrust.net, t*hey will be sent a link to set up an account to access training via the National College Platform.* Please note that the current Trust subscription is for Primaries, but the signposted guidance is equally applicable for secondary schools.

The table below indicates recommended training for both all governors and for those with specific Link responsibilities.

ALL Governors	Link Governor training
Role of a School Governor	Engagement with Parents and the Community
Making the Most of School Visits to Drive Improvement	SEND Link Governor
Role of the Link Governor	Safeguarding Link Governor
Statutory Duties in Suspension and Exclusion	
Certificate in Cyber Security	

11.5. Additional access to training - Governors for Schools

We recommend that governors and trustees use the National College resources in the first instance. However, we also recommend Governors for Schools - an organisation that exists to support the work of school governors for additional information.

The support page is provided to all trustees and governors.

- Recorded webinars are posted on the website
- eLearning courses are posted on the website - registration is required in order to access content
- Once an account has been created, users have access to a dashboard of news, webinars, training and events - see Annex A.

11.6. Bespoke and contextual training

A bespoke programme of key contextual training will be developed in-house by our Central Team and delivered via a series of online sessions. Key areas covered will include:

- Contextual safeguarding - Shaun Brown, Director of Student Support
- School improvement - Andy Hemmings, Director of Education

12. Trust communications

As a group of schools working together as a Trust, we work to ensure that the work of the Trust and our schools is communicated to our stakeholders.

As already highlighted in this Handbook, all schools have a website which follows the same format, allowing for information to be shared with stakeholders in a timely and consistent manner. The websites all include links to our various social media channels.

Communication	**Frequency**
Trust newsletters	Termly - on the About Us/News page of the website
School newsletters	Appropriate to the local school contexts - all available on the school websites: Eastlea: About Us/Latest news Lister: About Us/Latest news Portway: Parents/Newsletters Rokeby: Newsletters [will change with website update in October] Sarah Bonnell: About Us/Latest news Selwyn: Parents/Newsletters
Email updates from the CEO	Contingent on the work of the Trust

13. Appendices

13.1. Scheme of delegation

The scheme of delegation of the Trust is described on the Funding and Scheme of Delegation page of the website. The Leadership and Governance Decision Planner provides an overview of the key elements for which the Board has ultimate responsibility:

- Governance and vision
- Finance and budget
- Strategy, performance and expansion
- Staffing
- Land and contracts
- Pupil matters

13.2. Our Trustees

Paul Leslie - Chair of Trustees

A qualified youth and community worker and youth work consultant with over 33 years' experience in both the statutory and voluntary sector, extensive experience in leadership and management including: Chair of governors: Sarah Bonnell School, member of governing body of Heathcote school, Chair of Newham Independent Advisory Group (IAG) to the Met Police.

Janette Ballard - Vice Chair of Trustees

With twenty years' experience as a BBC journalist and television director, Janette has developed many transferable skills that she brings to our Trust Board; good communication, planning and logistics, researching, assessing and analysing information, relationship building, budgeting, problem solving, listening and patience, collective problem solving and teamwork. Her most recent role was Senior Project Manager for the BBC's media literacy programme for 11 to18 year olds. This role required her to work with multiple stakeholders to establish a 200-strong staff volunteer base to deliver content in schools. The success of this project demonstrates her ability to navigate legal and editorial compliance, the importance of child safeguarding, and her commitment to BBC values, and puts her in a strong position to support the Trust. In May 2020, Janette stepped away from the BBC in order to bring her media literacy skills to an even wider audience, as the founder and owner of Be Smart Cookie.

Neil Beighton

Neil is a solicitor with the Insurance & Reinsurance Group of CMS Cameron McKenna Nabarro Olswang LLP. He is a leader in his organisation on insurance and reinsurance issues, most recently advising both insurers and policyholders on coverage for business interruption and event

cancellation following the COVID-19 outbreak. Neil is also involved in insurance disputes, including claims arising from natural catastrophes, onshore and offshore energy losses and financial scandals. He further advises on the drafting of insurance policies and reinsurance treaties, and advises insurers, reinsurers and brokers on regulatory investigations. He became a Co-opted governor and then Vice-chair of the governing board for Lister Community School in 2014 and was involved in the formation of Newham Community Schools Trust (which merged with the Leading Learning Trust in September 2022 to form Newham Community Learning). Neil has recently retired.

Pam Chadha

Pam is a parent of three children who attend a primary and secondary school in the London Borough of Newham, who has been a resident in the London Borough of Newham for the last 20 years. She has worked in the education sector since 1998, both in primary and secondary settings. Her area of expertise is Pastoral, Parental Support, Attendance and Safeguarding. She have been employed as part of the Primary Pupil Referral Unit and Outreach Behaviour Team, After School Club Manager, Home School Liaison Worker / Designated Safeguarding Lead and currently as an Attendance Advisory Officer. She has been a Governor at a Newham primary school since October 2013 currently chair of governors since 2018. During this time the school went through an Ofsted grading of Required to Improve to Outstanding. The school also went through a process of due diligence and consultation and joined an existing MAT. Pam joined the NCL as a Trustee in May 2019 and also serves on the Standards Committee.

Christina Parry - OBE

Christina developed her senior leadership and governance skills through wide-ranging experience in complex organisations (central government, NHS, Charity Commission, charities, schools and London Livery). She is a qualified Chartered Secretary (governance professional), holds academic degrees (MA and BA) and for much of her career worked as a senior qualified technical tax inspector. Christina was awarded an OBE for her services to the Home Office as an Operations Director in the Immigration Department. Formerly, Christina was a school governor of three primary schools over a period of 10 years. She became chairman of one, leading and responsible for school recovery after a dismal Ofsted. In her retirement, Christina is a trustee for Age UK Bromley and Greenwich (Vice Chair), a visiting lecturer in a Tanzanian college, and Past Master of the Worshipful Company of Chartered Secretaries and Administrators.

Sarvesh Ramachandran

Sarvesh is a Director at EY-Parthenon, part of EY's Strategy and Transactions practice. He has over 10 years of experience in advising complex international organisations on a wide range of strategy and M&A related topics including growth, performance improvement, operational turnarounds and mergers/ carve-outs. He has lived and worked in London, Paris, Dubai, Kenya and Mumbai. He studied Financial Strategy at Saïd Business School, University of Oxford and has qualified as a Chartered Certified Accountant.

Momodou Sanyang

Momodou's primary area of expertise is in Education. He has a BA degree in International Development Studies with a Minor in English Language from St Mary's University, Halifax, Canada, as well as a Graduate Diploma in Psychology from University of East London. He previously taught at both primary and secondary schools in Gambia. Momodou has worked in various teaching roles in Newham schools since 2005.

Mansoor Siddique

Mohammed Mansoor Siddique is an Aerospace Engineer working as an Enterprise Architect for the Ministry of Defence, Formula 1 and Airbus and is a Lead Project Manager on a range of international Aerospace and Engineering projects that span several countries. He has strong leadership and financial management skills as well as high-end data analysis skills. Mansoor has a PhD in Active Control of Turbulent Boundary Layers in Low Reynolds Flow. He currently runs his own IT consultancy.

Sergey Sidorov

Sergey's interest in the role of trustee comes from his strong commitment to the community, with an ability to influence one of the most important aspects of young people's lives – their education. Throughout his career as a General Insurance Actuary with significant experience both in London and in international markets. Sergey brings this experience to support the budgeting and strategic decision making as a trustee.

13.3. Trust Board - template agendas

13.3.1. Agenda for the initial results meeting

Ref	Item	Who
Part 1	**Review of 2023-24 academic outcomes - 18:00 - 19:40**	
1.1 10 mins	**Welcome** a) Provisional results overview	DofE
1.2 1hr30m	**Overviews from Headteachers** a) 18:10 - Rae Potter - Sarah Bonnell b) 18:25 - Scott Chudley - Portway c) 18:40 - Helen Mawer - Selwyn d) 18:55 - Sarah Morgan - Eastlea e) 19:10 - Jo Doyle - Rokeby f) 19:25 - Alice Clay - Lister	HTs

Ref	Item	Who
	Headteachers will present a brief overview of their school's results and their priorities for this academic year. Trustees are requested to keep to a maximum of 3 questions per HT so that we can keep to schedule.	
Part 2	**Trust Board Business - 19:45**	
2.1 10 mins	**Trust Board business** (a) Annual declarations of interest: trustees, HTs, CEO, CFO, COO, DofEd (b) Election of Chair and Vice Chair (c) Update on Board Membership + note re new Company Member (d) Meeting Feedback Report of decisions and tasks from 04 July 2024 (e) Minutes from summer 2024 meeting for approval (f) Trustees are reminded of their statutory duty to read Part 1 of Keeping Children Safe in Education	Chair
2.2 20 mins	**Operational update** (a)	COO
2.3 5 mins	**Finance update** (a) Budget update	CFO
2.4 5 mins	**Audit and Risk Committee Business** (a) Risk Register	COO
2.5 15 mins	**CEO update** (a) Trust Improvement Plan for new year (b) Safeguarding update - schools and NCL governance community	CEO
2.6 5 mins	**Director of Education update** (a) Quality of Education Improvement Plan (b) Safeguarding Training Matrix - 3 year plan	DofE
Part 3	**NEXT MEETINGS: Trust Board and committee meetings - as per the calendar**	

13.3.2. Agenda for remainder of meetings

Ref	Item	Who
Part 1	**Standing items and policies (15 minutes)**	
1.1	**Welcome, apologies, thank you, planning and annual Declaration of Business Interests and housekeeping (5 minutes)**	Chair
1.2	**Governor appointments/approvals of additional terms/removal (5 minutes)**	Chair
1.3	**Updated Trust Policies**	COO
1.4	**Safeguarding update**	CEO
Part 2	**Trust Board Business, Priorities and Committee Business (95 minutes)**	
2.1	**Trust Board business (10 minutes)**	Chair
2.2	**Trust Board Priorities and CEO update (60 minutes)**	Chair /CEO/ COO
2.3	**Standards and Community Business (15 mins) - no meeting since last Trust Board**	Chair /CEO
2.4	**Finance and Resources Business - Chaired by Neil Beighton, (10 minutes) - 27 June 2024** **Standing items for this cttee** (a) Shared Drive 110a - Mgt Accounts[4] (b) Tracker completed monthly	Chair /COO
2.5	**Audit, Risk and Development - Chaired by Janette Ballard (15 mins) - 06 June**	JB/CEO

[4] Will be populated monthly by all schools.

Ref	Item	Who
	2024	
Part 3	**NEXT MEETINGS: Trust Board and committee meetings - as per the calendar**	

13.4. Local Governing Body - template agendas

13.4.1. Agenda for the initial results meeting

Ref	Item	Who
PART 1 - Meeting Standing Business/cyclical tasks		
Time	1.1 **Election of Chair and Vice Chair** - for action 1.2 **Membership update** - for information 1.3 **Declaration of Business Interests** - please use this form - for action 1.4 **Review of minutes from the previous meeting** - for approval	Chair
PART 2 - Standing Items		
Time	2.1 **Headteacher's Report**[5] - contextual data - see footnote 2.2 **School Improvement Board outcomes** 2.3 **Implementation and impact of School Improvement Plan** 2.4 **Core business progress overview** (a) SEND in the mainstream (b) English (c) Early Reading - primaries (d) Maths 2.5 **Safeguarding**	HT/CT Link
PART 2a - Additional detail re Standing Items - when applicable		
Time	2.5 **Safeguarding** (a) Trust Safeguarding Policy - available on the Policies Page of the website (b) Keeping Children Safe in Education update (c) Section 11 report (d) Training update	HT
Part 3 - Meeting specific agenda items		
	3.1 **School outcomes vs targets and vs national**	

[5] **HT Report - Contextual Data - will cover the following periods:**
Autumn meeting - previous academic year
Spring meeting - autumn term from current academic year
Summer meeting - autumn AND spring data from current academic year

Ref	Item	Who
	3.2 **Confirmation of targets for current year** 3.3 **School improvement Plan** - for approval 3.4 **Enrichment activities and visits** - for approval	

13.4.2. Agenda for remainder of meetings - autumn 2

Ref	Item	Who
PART 1 - Meeting Standing Business/cyclical tasks		
Time	1.1 **Membership update** - for information 1.2 **Declaration of new Business Interests** - please use this form - for action 1.4 **Review of minutes from the previous meeting** - for approval	Chair
PART 2 - Standing Items		
Time	2.1 **Headteacher's Report**[6] - contextual data - see footnote - discussed at first Autumn meeting 2.2 **School Improvement Board outcomes** 2.3 **Implementation and impact of School Improvement Plan** 2.4 **Core business progress overview** (a) SEND in the mainstream (b) English (c) Early Reading - primaries (d) Maths 2.5 **Safeguarding**	HT/CT Link
PART 2a - Additional detail re Standing Items - when applicable		
Time		HT
Part 3 - Meeting specific agenda items		
	3.1 **Pupil Premium Report** 3.2 **High Needs SEND provision** 3.3 **Quality of Teaching and Staff Development** 3.4 **Staff Wellbeing** 3.5 **Progress against issues flagged in Trust Surveys**	HT

[6] **HT Report - Contextual Data - will cover the following periods:**
Autumn meeting - previous academic year
Spring meeting - autumn term from current academic year
Summer meeting - autumn AND spring data from current academic year

13.4.3. Agenda items for spring and summer term meetings - in addition to standing items

Spring	Summer
• Curriculum development overview • Progress in options subjects • Community engagement • Staff development • Staff wellbeing Supported schools only: • Impact of support • Progress made	• Survey outcomes • Student mental health and wellbeing support • SEF • Staff development • Staff wellbeing Supported schools only: • Impact of support • Progress made

13.5. What is the role of a MAT - Multi Academy Trust - in the English education system?

The information on this page is provided by the National Governance Association, and was last updated in September 2023.

Note that whilst this document uses the terminology MAT/Multi Academy Trust, at Newham Community Learning, we have adopted the language of Trust.

13.5.1. What is a multi academy trust (MAT)?

A MAT is established with the primary objective of advancing education 'for the public benefit in the United Kingdom.' That means a MAT exists in order to provide better educational opportunities, outcomes, and experiences for both its own pupils and the broader community it serves, ensuring that the benefits of education extend to the public as a whole.

By uniting multiple schools under one organisation, a MAT facilitates collaboration, resource-sharing, and the improvement of educational outcomes, ultimately with the aim of fostering a more robust and effective educational system. A MAT has two or more academies (hereby referred to as schools throughout this guide) which have joined together to form one organisation, governed by one trust board and led by an accounting officer (the CEO).

In MATs, the board of trustees is responsible for all the schools within the group and is accountable for all governance functions within the trust. However, in practice, many governance functions are delegated to board committees, executive leaders, the local tier of governance in the form of

academy committees (referred to as local governing bodies by the DfE) or regional committees, and academy headteachers/principals.

The MAT is formed legally as a charitable company limited by guarantee. Academy trusts are not-for-profit companies and classed as exempt charities, meaning they are regulated by a principal regulator – in this case the Education and Skills Funding Agency (ESFA) acting on behalf of the Secretary of State for Education. While MATs are not subject to direct oversight by the Charity Commission and do not have to register with it, they are still charities and need to comply with charity law.

Academies receive funding directly from the government and provide a free education to pupils. Although academy trusts are classified in the regulations as 'independent', their boards are answerable to the Secretary of State for Education for their conduct and performance. The individual academies within a MAT are still inspected by school inspection agency Ofsted, and essentially follow many of the same rules as other state schools, including admissions, special educational needs and exclusions. When a MAT takes on a new school, that school legally becomes an academy, if it was not one already (i.e. a single academy trust).

13.5.2. MATs – how we got here

MATs have been the DfE's preferred schools improvement model since the first half of the last decade, and since then the number of MATs has grown significantly. Today, over 55% of pupils are educated in schools that are part of a MAT, while just under half of schools are a part of a MAT.

MATs have evolved and adapted over time, allowing for more shared knowledge and best practice as more schools have converted to academy status and joined or formed MATs. In the 2022 Opportunity for All white paper, the government laid out its vision for all children to benefit from being in a MAT.

The DfE has proposed several initiatives to move toward a fully trust-based system, expanding and developing strong MATs as part of the wider levelling up agenda. This would mean all schools becoming part of a MAT under one regulatory approach.

The original academies programme was intended to provide a completely different model of governance for schools that had suffered persistent, serious underperformance. While the establishment of the Academies Act 2010 brought an initial focus on academisation (the process of converting a school into an academy), the government gradually shifted its focus to schools becoming part of a MAT as the best route for school improvement, with the expectation that any school deemed inadequate by Ofsted would be converted.

While many schools have opted to academise and join a MAT of their own accord during the last decade, others have been forced to by the intervention powers which lie with the Secretary of State and are chiefly exercised by the regional directors. These powers allow intervention in underperforming maintained schools to force academisation through an academy order.

For a more in-depth exploration of the historical development of the MAT system, read NGA's 2021 report – MATs Moving Forward: the power of governance. Although written in 2021, the key findings are still relevant[7]:

1. Delegation and clarity of roles within MAT governance has seen significant improvement.
2. Governance professionals are a crucial component in setting high expectations for trust governance.
3. The focus on stakeholder engagement is generally on the increase from a MAT wide perspective.
4. Local governance within MATs has resisted any suggestion of its demise.
5. Communication between the layers of governance remains key to getting governance relationships right.
6. There has been an increase in scrutiny and expectations on boards' financial governance duties.
7. Over half of MAT trustees reported plans to increase the number of academies in their trust.
8. There has been progress in the oversight of MATs by DfE, with governance taking a more central part.
9. Collaboration outside trusts has improved over the past two years.

13.5.3. What does 'high-quality' trusts mean?

The DfE has placed an emphasis on schools being part of a "high-quality" trust. As well as the goal for each school to join the right MAT that meets the needs of its pupils and community, the Department has built a focus on trust quality, comprising five pillars:

- High-Quality and Inclusive Education
- School Improvement
- Workforce
- Finance and Operations
- Governance and Leadership

The focus on trust strength and quality is aimed at equipping the department to make decisions on how trusts grow and take on schools based on their proven capacity and improvement record, as well as identifying potential intervention in some existing trusts to address sustained educational failures.

[7] Note that at Newham Community Learning, we have implemented/are progressing all of these key findings. We continue to focus on point 5 - getting the communication right between our layers of governance - and have recently made some changes to deliver improvements in this area.

13.5.4. Trust identity

MATs exist in a large variety of sizes and organisational structures. Each trust board will have a different set of challenges and considerations based on the identity and make-up of their trust.

The complexities of running MATs are often thought about in terms of the size of the trust. Trust size tends to be classified by the number of schools within it, but the number of pupils is also a pertinent consideration. For example, schools are funded on the basis of their number of pupils, along with other factors. As such, when the board is considering financial performance, for example, the number of pupils across the trust will be an important factor, not just the number of schools.

School phase within the MAT will also impact the overall size in terms of pupil numbers: a MAT that only consists of primary schools will likely have fewer pupils per school but may cover more sites when compared to a MAT that only contains secondary schools.