



## **Governance Handbook**

2020-21  
(5<sup>th</sup> Edition)

## **Bedfordshire Schools Trust (BEST) – Governance Philosophy**

Governance leadership is Strategic leadership. It:

- Sets vision, ethos and strategic direction
- Delivers accountability
- Ensures that every decision made and every pound spent puts children first.

The Garden Analogy:

- Consider a fence separating your garden from your neighbour's. Your neighbour plants some bulbs
- You can lean over the fence and ask why those particular bulbs, in that particular place, at that particular time of year, the effect those bulbs will have on the rest of the plants in the garden, how much they cost and were they value for money
- You cannot jump over the fence, dig up the bulbs, plant different ones, rearrange them, dump other seeds on top of them, or pile a bunch of horse manure on top in order to 'helpfully' make them grow better
- The fence is the dividing line between strategic and operational.

# Governance Handbook

## 2020-21

### Bedfordshire Schools Trust (BEST)

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### Welcome

You are most welcome to the Bedfordshire Schools Trust (BEST). BEST comprises ten flourishing academies (Campton Lower School joins the BEST family on 1<sup>st</sup> September 2020) on ten different sites, delivering first choice education to over 5 000 pupils, from Early Years to Advanced Level Study. This provision is augmented by three BEST Nurseries (Langford Village Nursery is due to open in the Autumn 2020) and enriched by both the BEST Teaching School and BEST Primary and Secondary SCTT (School-Centred Initial Teacher Training) provision.

Governance is through the Board of Trustees (the 'Board') and Local Governing Bodies (LGBs). The Board is responsible for the effective operation of BEST and each academy therein. LGBs are committees of the Board. Each LGB operates to both support and hold the Principal to account for the performance of pupils and staff and to engage meaningfully with all parents/carers, enabling them to put forward their views at key points in their child's education.

### Thank you

Thank you for volunteering to be a Governor. It is a terrifically rewarding and highly demanding role. Only the best educational standards are acceptable. As a Governor, you will gain skills appropriate to the scale and nature of the task; set the highest expectations and tackle any signs of underperformance; and help to ensure that all pupils strive to be the best they can be and are well prepared for life.

The purpose of this handbook is twofold. Firstly, it outlines the core role and functions of the Board and the LGBs. Secondly, it provides a point of reference on all the legal duties of Governors, signposting to more detailed information, guidance and resources.<sup>1</sup> The handbook is rooted in the belief that good governance is essential to the success of any organisation and that the aim of governance within BEST is to ensure our mission is achieved by:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account for the educational performance of the organisation and its pupils
- Overseeing the financial performance of the organisation and making sure its money is well spent.

The handbook, now in its fifth edition, will be kept under review and updated to reflect feedback from the BEST community, the law affecting Governance and changes to education policy. This is an ongoing process.

I wish you every success and much enjoyment in your service to our pupils, staff and academies.



Dr Alan Lee  
Chief Executive Officer  
& National Leader of Education

<b>Date Adopted:</b>	<b>September 2020</b>	<b>Review Date:</b>	<b>Summer 2021</b>
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<sup>1</sup>This handbook should read in conjunction with: the 'Memorandum and Articles of Association', accessed at [www.bestacademies.org.uk/legal](http://www.bestacademies.org.uk/legal);

'Governance Handbook', accessed at <https://www.gov.uk/government/publications/governance-handbook/governance-handbook>;

'School Inspection Handbook' accessed at [www.gov.uk/government/publications/school-inspection-handbook](http://www.gov.uk/government/publications/school-inspection-handbook);

'Academies Financial Handbook' accessed at [www.gov.uk/government/publications/academies-financial-handbook](http://www.gov.uk/government/publications/academies-financial-handbook). A copy of each is provided in Governor Hub.

Within BEST there is also a subsidiary organisation, the Bedfordshire East Schools Trust (often referred to as 'BEST Subsidiary'). Documents relating to BEST Subsidiary and its governance arrangements should be read in conjunction with this handbook and can be access here: <https://www.bestacademies.org.uk>

# BEST: Mission, Vision, Values and Operating Principles

## BEST

BEST is the legal entity responsible for the governance of all academies within the Trust. BEST shall have regard to (but for the avoidance of doubt shall not be bound by) any guidance as to the governance of academies that the Secretary of State may publish to the extent permitted by the governing documents.

The object of BEST is to advance education for the public benefit in the United Kingdom. This is achieved by establishing, maintaining, managing and developing academies. The academies will offer high quality education and collaborate and compete with each other to continually raise standards and best serve the wider community.

We believe in lean, focused and impactful governance. Leaders are empowered through a high autonomy and high accountability culture that **always puts children first**.

## BEST Mission Statement

**- to grow the BEST in everyone -**

We believe in the importance of high expectations, hard work and the development of a community of academies where each of us strive to **'be the best that we can be'**.

## BEST Vision Statement

### BEST aims to:

1. Grow to comprise twenty schools, ten nurseries and a training school, with a SCITT offer. A Primary-Secondary – 2 tier – structure will be in place
2. Ensure all schools achieve a minimum Ofsted inspection Good grade, with 30% achieving an Outstanding Grade. Outcomes in every school/nursery above the 50<sup>th</sup> percentile, with half of outcomes being above the 25<sup>th</sup> percentile
3. Secure financial sustainability, with clean annual audits each year and a minimum 5% of GAG in reserves.

## BEST Values – We will:

### **Always put Children first**

Our reference point question is 'how will this improve outcomes for children and enable them to go on and succeed in life?'

### **Collaborate to support and compete to challenge**

Our academies work together to add value and compete to improve continually

### **Provide community based provision**

Our academies form a coherent learning community at the heart of the Bedfordshire community

## BEST Operating Principles – We will:

### **Deliver BEST outcomes**

Outcomes will be in the top 20% nationally

### **Provide BEST opportunities**

An extensive range of opportunities beyond the classroom will be provided to develop the whole person

### **Nurture talent**

Our responsibility is to invest in our people and bring out the BEST in everyone

### **Operate a high autonomy, high accountability culture**

Professionals will lead our system and take responsibility to continually raise standards

### **Lead through service**

Leaders and followers will work together with mutual respect and shared responsibility

## Members

Members have ultimate responsibility for BEST achieving its charitable objectives. They oversee and hold the Trustees to account for the governance arrangements of the Trust. The Members agree the Articles of Association and have the power to appoint and remove Trustees. They comprise:

- one person appointed by BEST
- the Chairperson of the Trustees
- the Chairperson of the Bedfordshire East Schools Trust and
- any person appointed under Article 15A.

Members receive copies of the Governance Handbook for comment. Through Governor Hub, they have access to agenda items and minutes for all meetings of the Trustees and Local Governing Bodies (LGBs). Members meet twice a year. Firstly, to receive and approve BEST's Strategic Plan. Secondly, to receive and approve BEST's Financial Statements.

Members are bound by the undertakings contained in Article 8<sup>2</sup>

## Reserved Matters

- To change the name of the Academy Trust
- To determine BEST's Mission Statement
- To change the Objects of the Academy Trust
- To change the structure of the BEST Board
- To amend the Articles of Association
- To pass a resolution to wind up the Academy Trust
- To appoint the auditors.

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<sup>2</sup> DFE 2014 P16

## Board of Trustees

The Board of Trustees is responsible for the effective operation of BEST and each academy therein. It provides ongoing challenge and support to the executive team and to Local Governing Bodies (LGBs). The Board of Trustees meets six times per year plus any extraordinary meetings. Each Trustee receives a single vote.

**The Board fulfils the following core functions through delegation of its powers to the CEO:**

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of BEST and its pupils; and
- Overseeing the financial performance of the BEST and making sure its money is well spent.

The Board of Trustees currently comprises seven members, including the CEO. Future trustees may be appointed or elected under BEST's Articles. These latter set out the operation of the Board.

### Key Responsibilities

#### Vision, Strategy and Strategic Objectives

- Set BEST's vision, strategy and strategic objectives
- Support and challenge to the executive
- Regular engagement with all key stakeholders

#### Governance (Members/Trustees) – Executive Lead – Alan Lee

- Review and amend as necessary: the Articles of Association and BEST Governance Handbook
- Monitor the members of the Board (inc: recruitment, review, recruitment and succession planning)
- Determine BEST-wide and academy-specific policies in line with BEST's aligned autonomy model
- Overall accountability for compliance and the management of risk in accordance with BEST's Articles of Association, Funding Agreement, Academies Financial Handbook and all statutory regulations
- Appointment/removal of the CEO and all members of the LGB.<sup>3</sup>

#### Quality of Education (including outcomes) – Executive Lead – Alison Wilshaw

- Accountability for the performance and standards of all BEST academies, including: pupil outcomes; standard of educational provision; pupil wellbeing; and, the quality of teaching
- To appoint, receive reports from and monitor the Performance Committee, ensuring challenge and support to the executive – Director of Education – over progress against BEST's Key Performance Indicators (KPIs)
- Ensure the continuing growth and success of both the BEST TS and BEST SCITT, providing a full suite of CPD/leadership opportunities for all staff, as well as ensuring a healthy supply of NQTs to BEST
- To determine the BEST-wide curriculum policy to ensure provision of a broad and balanced education for all pupils and best value.

<sup>3</sup> In extreme circumstances, the Board of Trustees reserves the right to remove a local governing body where there are concerns over its effectiveness/promotion of BEST's vision and replace it with an Interim Executive Board (IEB).

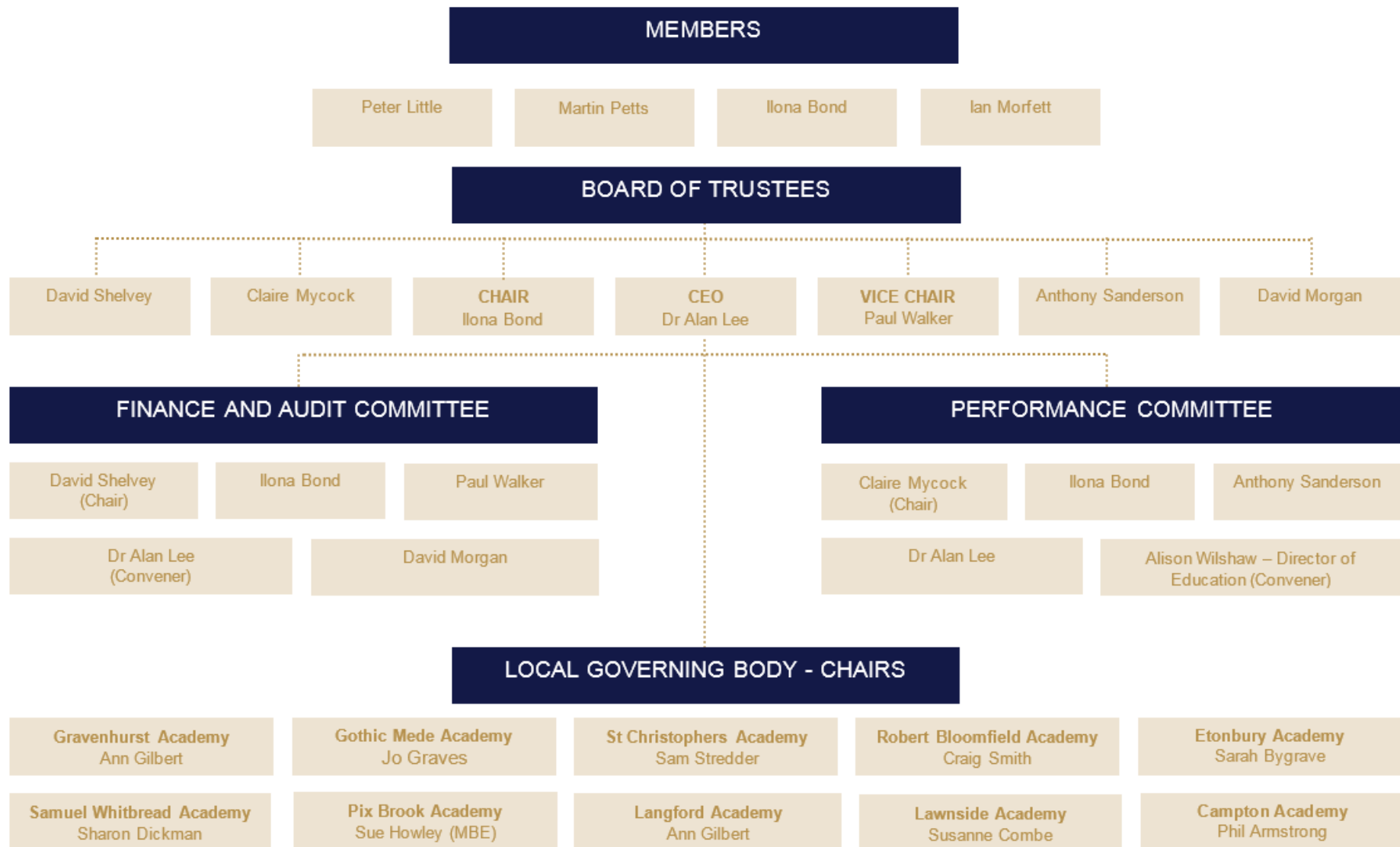
<b>Finance – Executive Lead – Nafia Baust</b>
<ul style="list-style-type: none"> <li>• To establish and review BEST’s Financial Scheme of Delegation</li> <li>• Appointment of internal auditors and make recommendation to Members on external audits</li> <li>• Approval and submission of BEST’s annual report and accounts, signed statement on regularity, probity and compliance, incorporating governance statement demonstrating value for money</li> <li>• Ensuring financial controls so there is regularity, probity and value for money in relation to the management of public funds</li> <li>• To establish financial policies, including charging and remissions, staff expenses, procurement, etc. and review periodically</li> <li>• Approval of BEST’s funding model (including the top slice) and financial strategy</li> <li>• To appoint, receive reports from and monitor the performance of the Finance and Audit Committee</li> <li>• To appoint an Accounting Officer</li> <li>• To maintain a register of relevant personal and business interests.</li> </ul>
<b>Staff and HR – Executive Lead – Craig Smith</b>
<ul style="list-style-type: none"> <li>• To undertake the performance management of the CEO and support that of all the Principals<sup>4</sup></li> <li>• Approval of BEST’s Governance and Operations structures</li> <li>• To review and agree BEST-wide HR policies, including staff well-being, appraisal and pay progression.</li> </ul>
<b>Estates/other – Executive Lead – Craig Smith</b>
<ul style="list-style-type: none"> <li>• Maintain a central property asset register, including asset evaluation</li> <li>• Maintain a central property conditions database, delivering capital improvement projects</li> <li>• Ensure compliance with all appropriate statutory functions e.g. Health and Safety, fire and asbestos risk assessments</li> <li>• Ensure best value through effective procurement processes and contract assessment (Inc.: educational, commercial and contractual legal advice).</li> </ul>
<b>Reserved Matters</b>
<ul style="list-style-type: none"> <li>• Change the names of the Academies</li> <li>• Determine the mission, vision (inc: structure), values and operating principles of the Academies</li> <li>• Agree a BEST-wide Admissions Policy</li> <li>• Adopt or alter the constitution and terms of reference of any committee of the BEST board</li> <li>• Establish a trading company.</li> </ul>

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<sup>4</sup> In the extreme circumstance of a Principal not achieving their performance management targets, responsibility for performance management of all staff at the academy concerned will be assumed by the Director of Education until the matter is resolved.



# BEST Governance Structure



# Standing Committees of the Board

## Performance Committee – Key Responsibilities

- Exercise the powers of the Board of Trustees in respect of holding the BEST senior executives to account (i.e. Director of Education and CEO) for all aspects of academy performance and standards
- Scrutinise the rationale for identifying strategic priorities, the accuracy of academy level and BEST-level data analysis, the clarity of purpose and speed of impact in addressing areas of underperformance or risk
- Identify strong practice or innovation and promote its wider dissemination.

## Finance and Audit Committee – Key Responsibilities

Ensure that the Board is fully aware of BEST's financial position and how this may change in the foreseeable future

Provide assurances that key enabling resources are optimised and aligned with BEST's strategic aims and objectives

Gain assurance on the effectiveness of:

- Financial planning, budget-setting, performance analysis and financial reporting
- Estates investments and management planning
- Procurement processes and outcomes

Ensure that processes are in place to identify all significant risks which might impact on BEST and to provide oversight that these are being actively managed.

## Local Governing Bodies – Key Responsibilities

- Ensure that the vision and values of BEST are faithfully upheld, clearly communicated and revisited, delivering an ethos and culture of ambition that enables pupils and staff to excel
- Hold the Principal to account and ensuring that the BEST approach to delivering progress and attainment, in which a **minimum expectation for all pupils of being in the top 50% nationally, with an aspiration to be in the top 20%** is strictly followed
- Monitoring the use of resources to ensure best value.

Chief Executive Officer
Objectives
<p>The CEO is appointed by the Board of Trustees to fulfil the following delegated objectives.</p> <ul style="list-style-type: none"> <li>• To ensure that the guiding values of BEST are faithfully upheld, revisited and reinforced</li> <li>• To provide executive leadership</li> <li>• To ensure the highest standards in every BEST academy</li> <li>• To act as the Accounting Officer for BEST</li> <li>• To ensure the Board of Trustees is appropriately informed through agreed mechanisms.</li> </ul>
Key Responsibilities
The CEO will be accountable to the Board for:
Vision, values and operating principles
<ul style="list-style-type: none"> <li>• Ensuring that BEST's vision, values and operating principles (VVO) are clearly communicated and adhered to</li> <li>• Liaising with the Department for Education (DofE), Education and Skills Funding Agency (EFSA) and Charities Commission (CC) to ensure that BEST's governance is clear, compliant and effective.</li> </ul>
Executive Leadership
<ul style="list-style-type: none"> <li>• Maintaining and performance managing the executive leadership team that includes the Chief Operations Officer (COO), Chief Finance Officer (CFO), Director of Education (DofE) and Principals</li> <li>• Developing an operating model and staffing structure that delivers all the necessary functions of BEST effectively, efficiently and affordably.</li> </ul>
Standards
<ul style="list-style-type: none"> <li>• Standards in every BEST academy, ensuring that outcomes in all BEST academies achieve the minimum expectation of the 50<sup>th</sup> percentile and that all academies achieve at least an Ofsted 'Good' category</li> <li>• Ensuring robust quality assurance processes are in place at each academy and that LGBs carry out their duties effectively</li> <li>• Provide the Board with Safeguarding audits/reports to ensure that appropriate checks and balances are in place at all levels within BEST</li> <li>• Provide oversight of the implementation of the BEST-wide curriculum policy.</li> </ul>
Accounting Officer
<ul style="list-style-type: none"> <li>• Personally responsible to Parliament and to the EFSA's accounting officer, for the financial resources under BEST's control</li> <li>• Ensuring high standards of probity in the management of public funds, particularly with regard to value for money, regularity and propriety.</li> </ul>
Board of Trustees
<ul style="list-style-type: none"> <li>• Determining the governance structures for BEST and governance scheme of delegation</li> <li>• Ensuring that the Board and their sub-committees have access to all necessary data and information; complete skills audits and receive appropriate training; and, are fully supported in carrying out their work.</li> </ul>

Chief Operations Officer
Objectives
<p>The COO is appointed by the CEO in consultation with the Board of Trustees to fulfil the following delegated objectives.</p> <ul style="list-style-type: none"> <li>• To develop, implement and communicate a BEST Growth Strategy and approach</li> <li>• To improve Governance across the Trust</li> <li>• To ensure Central Services are providing high quality and value for money support to academies</li> <li>• To ensure the Trust has highly effective systems for operational effectiveness and compliance</li> <li>• To deputise for the CEO.</li> </ul>
Key Responsibilities
The COO will be accountable to the CEO and the Board for:
Growing and Developing BEST
<ul style="list-style-type: none"> <li>• working with internal stakeholders and external partners to deliver and communicate BEST's vision of ten schools and three nurseries, within a primary-secondary education model</li> <li>• the integration of new academies into the Trust</li> <li>• leading relationships with funders, decision makers and influencers over local and national plans for educational structure and estates developments.</li> </ul>
Improving Governance
<ul style="list-style-type: none"> <li>• developing effective governance across the Trust, particularly at LGB level</li> <li>• developing appropriate training and support for governance</li> <li>• leading on accreditation and national benchmarks such as NLGs and Governor Mark.</li> </ul>
Effective management of central services
<ul style="list-style-type: none"> <li>• ensuring core functions such as HR, IT support, marketing and communications, estates and capital developments are highly effective and work to support academies</li> <li>• providing excellent value for money from new and existing service provision including market testing</li> <li>• constantly evolving to reflect and support academy needs.</li> </ul>
Operational Effectiveness
<ul style="list-style-type: none"> <li>• ensuring compliance with all appropriate statutory functions e.g. Health and Safety, GDPR/Data Protection, HR</li> <li>• monitoring operational efficiency across all areas of operational control and seeking service improvements</li> <li>• seeking sources of external support and funding to improve effectiveness and capacity.</li> </ul>
Deputising for CEO
<ul style="list-style-type: none"> <li>• to take on extra responsibilities as appropriate and delegated by the CEO</li> <li>• to represent the Trust externally</li> <li>• to attend activities as the CEO and/or Trusts representative and uphold the highest standards for the Trust.</li> </ul>

Chief Finance Officer
Objectives
<p>The CFO is appointed by CEO in consultation with the Board of Trustees to fulfil the following delegated objectives.</p> <ul style="list-style-type: none"> <li>• To ensure the highest standards of financial management</li> <li>• To ensure public funds are used as intended by Parliament</li> <li>• To ensure rigorous procedures for preparing and monitoring financial plans</li> <li>• To ensure appropriate financial arrangements operate day to day</li> <li>• To ensure effective internal controls.</li> <li>• To ensure the Accounting Officer and Board of Trustees are appropriately informed through agreed mechanisms.</li> </ul>
Key Responsibilities
<p>The CFO will be accountable to the CEO and the Board for:</p>
Effective deployment of financial resources
<ul style="list-style-type: none"> <li>• Ensure financial sustainability and sufficient reserves – minimum 5% of GAG funding – to support 2tier changes and school improvement initiatives/projects</li> <li>• Ensure financial planning establishes sustainability of the Trust through accurate budgeting, forward planning and regular monitoring</li> <li>• To liaise with the Trust's appointed auditors and ensure the preparation of statutory accounts</li> <li>• Ensure the Trust is able to meet short term financial obligations</li> <li>• Ensure financial systems in place provide efficient integrated processes</li> <li>• Providing professional advice and support to staff/LGBs/Trustees.</li> </ul>
Compliance and reporting
<ul style="list-style-type: none"> <li>• Ensure compliance with external statutory regulations – Companies Act, Charities Act, HMRC, DfE, ESFA</li> <li>• External audit – maintain accurate accounting records and prepare an annual report and financial statements</li> <li>• Internal audit – delivering assurance that the Trust's financial systems, controls, transactions and risks are sound and implemented</li> <li>• Monthly management reporting to the Principals, Accounting Officer, Chair of Finance and Audit Committee and the Chair of Trustees</li> <li>• Attend and report to the Finance and Audit Committee on matters of probity and potential risk</li> <li>• Financial management reports for Trustees board meetings.</li> </ul>
Managing central and local finance staff
<ul style="list-style-type: none"> <li>• Providing leadership and technical expertise</li> <li>• Line managing central finance team</li> <li>• Directing and providing support and training for local finance staff.</li> </ul>

Director of Education	
Objectives	
<p>The DofE is appointed by CEO in consultation with the Board of Trustees to fulfil the following delegated objectives.</p> <ul style="list-style-type: none"> <li>To provide strategic leadership, clear direction and effective management for educational performance, standards and effectiveness (inc: staffing structures) across all BEST academies</li> <li>To develop BEST-wide strategies (inc: curriculum) and procedures for improving outcomes for all pupils in BEST academies</li> <li>To lead, develop and grow the BEST Teaching School and School Improvement team.</li> </ul>	
Key Responsibilities	
The DofE will be accountable to the CEO and the Board for:	
Providing strategic leadership for educational performance, standards and effectiveness across all BEST academies	
<ul style="list-style-type: none"> <li>To deliver and communicate BEST's vision of all schools achieving a minimum Ofsted inspection Good grade, with outcomes in every school/nursery above the 50<sup>th</sup> percentile</li> <li>To create an environment where staff are supported and challenged so that high performance is the norm and well-being is promoted</li> <li>To continue to improve and develop the BEST performance culture, analysing trends and developing interventions to raise standards and pursue excellence in all areas of academy performance</li> <li>To monitor and evaluate teaching and learning across BEST and liaise with appropriate Senior Leaders to ensure development areas are addressed appropriately and expediently.</li> </ul>	
Developing BEST-wide strategies and procedures for improving outcomes for all pupils in BEST academies	
<ul style="list-style-type: none"> <li>To develop a range of effective quality assurance mechanisms and compliance systems which lead to continued improvement across BEST</li> <li>To ensure a consistent and continuous focus on student achievement, using data to track and monitor the progress in every pupil's learning, and across BEST, analysing academy data and alerting the Principal and CEO to any underperformance</li> <li>To develop a BEST approach to academy review including the organisation of whole academy (inc: staffing structures and curriculum), subject and aspect reviews in conjunction with Principals.</li> </ul>	
Leading, developing and growing the BEST Teaching School and School Improvement team	
<ul style="list-style-type: none"> <li>To lead and manage the BEST Teaching School and School Improvement Team Academy, ensuring strategic focus and high outcomes</li> <li>To keep up to date with major developments and changes in education and develop specific expertise within the Trust as required, weaving this into succession planning in each academy and across the Trust</li> <li>To produce a Growth Plan for BEST Teaching School and SI Team, annually.</li> </ul>	

## Local Governing Bodies

The Local Governing Bodies (LGBs) are committees of the Board. It is the role of the LGBs to support and strengthen their Principal's leadership through robust challenge.

The core functions of the LGB are:

- ensuring the vision and values of BEST are faithfully upheld and clearly communicated, delivering an ethos and culture of ambition that enables pupils and staff to excel
- holding the Principal to account and ensuring that the BEST approach to delivering progress and attainment, in which a **minimum expectation for all pupils of being in the top 50% nationally, with an aspiration to be in the top 20%** is strictly followed
- monitoring the use of resources to ensure best value.

### Key Responsibilities

#### Vision, Strategy and Strategic Objectives – Executive Lead – Alan Lee

- Champion BEST's vision and values throughout the academy and wider community, nurturing a culture of consistent high expectations from all
- Support, monitor and challenge the Principal against targets set by BEST for the academy
- Regular community engagement, ensuring that systematic arrangements are in place to hear and respond to the voices of all stakeholders.

#### Governance (LGBs)<sup>5 6</sup> – Executive Lead – Craig Smith

- Chair will provide reports and updates to the BEST Board as required, with a minimum annual report
- Maintain a clear and up to date record of all LGB members, notifying BEST of the need to recruit new governors
- Appoint from its number local governors with specific link responsibilities (e.g. safeguarding, pupil premium etc.)
- Conduct annual self-effectiveness/skills audit reviews to identify training requirements and ensure robust governance at academy-level.

#### Finance – Executive Lead – Nafia Baust

- Monitor the use of resources to ensure best value, ensure that robust curriculum-led financial planning is in place and adequate contingency and reserves are available for capital expenditure and strategic planning.
- Ensuring appropriate use and probity of targeted funding, such as pupil premium and sports premium funding
- Maintain a register of business and personal interests.

#### Staff and HR – Executive Lead – Craig Smith

- Support with the appointment/appraisal of the academy Principal
- Ensuring an appropriate costed staffing structure is in place and that high quality CPD aligned to the curriculum is made available to staff
- Ensuring compliance with BEST HR policies, taking into account the workload and well-being of staff
- Holding senior leaders to account against academy targets.

#### Quality of Education – Executive Lead – Alison Wilshaw

- Involvement in the construction/approval of both the Academy Improvement Plan and Self-Evaluation documents
- Ensuring the curriculum intent and implementation are embedded securely and consistently across the academy
- Monitor the performance of the academic with particular respect to the progress and attainment of individuals and Groups (including the most disadvantaged and SEN), pupil well-being and staff appraisal.

<sup>5</sup> All LGB members, including the Chair and Vice Chair, will be appointed by BEST. The LGB must include a minimum of two elected parent representatives and may include a Principal/representative from another BEST academy, subject to agreement.

<sup>6</sup> The model for LGBs contained in Appendix 12, p48 is to be employed from 2021-22. A degree of variation from this may be employed following approval from the COO.

# BEST Operational Structure





## Appendix 1: Scheme of Delegation

### Introduction

The Scheme of Delegation (known as ‘Scheme’ hereafter) sets out the delegated powers between the different bodies involved in the governance and operation of the Bedfordshire Schools of Trust (BEST). The different bodies include:

- a. Members
- b. Board of Trustees
- c. Board Sub-Committees
- d. Chief Executive Officer (CEO) and Accounting Officer
- e. Chief Operations Officer (COO)
- f. Local Governing Bodies (LGBs)
- g. Principals (Ps).

The delegated powers are broken down into different levels in line with BEST’s principles of governance, leadership and operations. The delegated autonomy for individual schools is aligned with the need for BEST to fulfil its charitable and corporate responsibilities to the Department for Education (DfE), Education Skills Funding Agency (EFSA), Charities Commission, HMRC and Companies House.

The different levels of delegated power are listed as:

- a. R = Responsible
- b. A = Accountable
- c. C = Consulted
- d. S = Support
- e. I = Informed<sup>7</sup>

The Scheme should be read in conjunction with:

- a. the Terms of Reference for the relevant body
- b. the Job Roles for the positions referenced
- c. Financial Scheme of Delegation
- d. BEST Policy Cycle
- e. BEST Quality Assurance Calendar.

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<sup>7</sup> In cases where delegated powers sit with more than one body, reading below left to right, the first mentioned body has seniority.

## 1. Scheme of Delegation

### 1. Vision, strategy and strategic objectives

Executive Lead: Alan Lee

Ref	Decision	Delegation						
		Members	Board	Standing Committees	CEO	COO	LGBs	School Principal
1.1	Setting BEST's vision, strategy and strategic objectives (BEST Improvement Plan, in the agreed format)		A	C	R	S	S	S
1.2	Championing BEST's vision, values and strategic objectives	A	A	A	A	A	A	A
1.3	Regular engagement with key (internal) stakeholders	A	I	I	S	R	S	S
1.4	Setting school vision, strategy and strategic objectives (School Improvement Plan, in the agreed format)		A	I	S	S	A	R
1.5	Regular engagement with the school <sup>8</sup> community	A	I	I	S	S	A	R
1.6	Lead on BEST's Communications (inc: Public Relations) Strategy		A	C	C	R	S	S
1.7	Lead on the school's Communications (inc: Public Relations) Strategy, aligned to BEST's vision and values		A	I	S	A	A	R
1.8	Determine the scope of shared services to be delivered by BEST		A	C	R	C	I	C
1.9	Consider requests from schools to join BEST, leading on due diligence processes as required		A	C	R	C	I	I
1.10	Promote well-being, equality, diversity and tolerance amongst staff and students		A	S	R	S	A	R
1.11	Set and approve amendments to BEST's admissions policy		A/R	I	S	S	S	S

<sup>8</sup> In all cases, the term 'school' also includes 'nursery'.

## 2. Scheme of Delegation

### 2. Governance. Executive Lead: Craig Smith

Ref	Decision	Delegation						
		Members	Board	Standing Committees	CEO	COO	LGBs	School Principal
2.1	Board member monitoring (inc: provision of training, support, recruitment and succession planning)		A	I	R	S	S	S
2.2	LGB member monitoring (inc: provision of training, support, recruitment and succession planning)		A	I	S	R	A	S
2.3	Annual 360 review of Chair of Trustees		A	I	R	S	S	S
2.4	Annual 360 review of Chair of LGBs		A	I	S	R	A	S
2.5	Provide reports and updates to the Board, including annual report		A	I	I	S	R	C
2.6	Members: appoint/remove	A	I	I	I	I	I	I
2.7	Trustees: appoint/remove	A	R	C	C	I	I	I
2.8	LGB Chair: appoint/remove		R	I	C	S	I	I
2.9	LGB Members: appoint/remove		R	I	C	S	C	C
2.10	Clerk to Trustees: appoint/remove		C	C	R	C	I	I
2.11	Clerk to LGBs: appoint/remove		I	I	C	C	C	R
2.12	Maintain a clear and up to date record of all LGB members, their terms of office and notifying BEST of the need to recruit new governors		A	I	I	S	R	C
2.13	Conduct annual skills audit to identify training needs		A	I	I	S	R	C
2.14	Articles of Association: review/agree	A	R	C	C	C	I	I
2.15	Governance Handbook (inc: Scheme of Delegation): review/agree		A	C	R	C	C	C
2.16	Governance structure for BEST: establish and review		A	C	R	S	S	S
2.17	Determine BEST-wide and school specific policies, in line with BEST's aligned autonomy model		A	S	R	C	S	C
2.18	Monitor compliance with statutory regulations and BEST's policies <sup>9</sup>		A	S	R	R	S	S
2.19	Auditing and reporting against matters of compliance		A	C	R	R	I	I

<sup>9</sup> Education Policies rest with the CEO and non-education with the COO.

### 3. Scheme of Delegation

#### 3. Quality of Education (inc: outcomes). Executive Lead: Alison Wilshaw

Ref	Decision	Delegation						
		Members	Board	Standing Committees	CEO	COO	LGBs	School Principal
3.1	Evaluate and report on progress against BEST's strategic priorities		A	A	R	S	S	I
3.2	Present up to date: school self-evaluation, school improvement plans, curriculum led finance models and staffing structures		A	A	S	S	A	R
3.3	Agree, monitor and report on progress against BEST-wide key outcome targets for all students <sup>10</sup>		A	A	R	S	S	S
3.4	Report on progress against targets set in the school SEF		A	A	S	S	A	R
3.5	Agree, monitor and report on progress against school outcomes targets for all students		A	A	S	S	A	R
3.6	Discharge duties in respect of students with SEND		A	A	I	S	A	R
3.7	Provision of student and staff well-being programmes throughout the academic year		A	A	S	S	A	R
3.8	Ensure a BEST-wide Safeguarding structure is in place, with designated Safeguard Trustee, policy framework and annual external audits for all schools		A	A	R	C	I	I
3.9	Provide a full suite of CPD and leadership opportunities through the BEST Teaching School (BTS)		A	A	R	C	S	S
3.10	Ensure the continuing growth and success of the BEST Teaching School		A	A	R	C	S	C
3.11	Provide Primary and Secondary Initial Teacher Training opportunities through the BEST SCITT		A	A	R	C	S	C
3.12	Determine that a school should be a BEST Cause for Concern		A	A	R	C	I	I

<sup>10</sup> All students includes the most disadvantaged, the most able and SEND

## 4. Scheme of Delegation

### 4. Finance. Executive Lead: Nafia Baust

Ref	Decision	Delegation						
		Members	Board	Standing Committees	CEO	COO	LGBs	School Principal
4.1	Establish and review the Financial Scheme of Delegation		A	A	R	I	I	I
4.2	External auditors: appoint/remove	R	A	A	S	I	I	I
4.3	Agree BEST funding model and financial strategy to support delivery of key priorities		A	A	R	I	I	I
4.4	Agree budget plan to support delivery of school key priorities		A	A	R	S	I	C
4.5	Review and approve BEST-wide procurement strategies		A	A	R	S	I	I
4.6	Receive and respond to external auditors' report		A	A	R	S	I	I
4.7	Submit annual report and accounts, including accounting policies, signed statement of regularity, propriety and compliance incorporating governance statement demonstrating value for money		A	A	R	I	I	I
4.8	Approval of strategies for ensuring financial control, regularity and probity in spend of public funds		A	A	R	S	I	I
4.9	Plan manage and monitor monthly expenditure and financial reports, and identify actual or potential items of budget overspend/underspend		A	A	C	I	A	R
4.10	Monitor the use of resources to ensure best value, ensuring that robust curriculum-led financial planning is in place and adequate contingency and reserves – 5% of GAG funding – are available for capital expenditure and strategic planning		A	A	C	I	A	R
4.11	Ensure appropriate use and probity of targeted funding, such as pupil premium and sport premium funding		A	A	C	I	A	R
4.12	Maintain a school-based register of business and personal interest		A	A	C	I	A	R

## 5. Scheme of Delegation

### 5. Staff and HR. Executive Lead: Craig Smith

Ref	Decision	Delegation						
		Members	Board	Standing Committees	CEO	COO	LGBs	School Principal
5.1	CEO: appoint/remove		A	A	I	I	I	I
5.2	CEO: appraisal/pay		A	A	I	I	I	I
5.3	COO: appoint/remove		A	A	R	I	I	I
5.4	COO: appraisal/pay		A	A	R	I	I	I
5.5	Central Team: appoint/remove		A	A	R	C	I	I
5.6	Central Team: appraisal/pay		A	A	R	C	I	I
5.7	Central Team: CPD/wellbeing		A	S	C	R	I	I
5.8	Principal: appoint/remove		A	A	R	C	S	I
5.9	Principal: appraisal/pay		A	A	R	I	S	I
5.10	Principal: CPD/wellbeing		A	S	R	C	S	S
5.11	School staff: appoint/remove		A	I	I	I	C	R
5.12	School staff: appraisal/pay		A	I	I	I	C	R
5.13	School staff: CPD/wellbeing		A	I	I	S	C	R
5.14	Agree terms and conditions of employment		A	A	R	C	I	C
5.15	Agree BEST staffing structure		A	A	R	C	I	C
5.16	Agree school staffing structure		A	I	C	S	A	R
5.17	Review and agree BEST-wide HR Policies, including staff appraisal and pay progression		A	A	R	C	C	C
5.18	Lead negotiations with Trade Unions on the development of consistent HR policies and procedural changes		A	A	C	R	S	S

## 6. Scheme of Delegation

### 6. Estates. Executive Lead: Craig Smith

Ref	Decision	Delegation						
		Members	Board	Standing Committees	CEO	COO	LGBs	School Principal
6.1	Maintain a central property asset register, including asset evaluation		A	A	S	R	S	S
6.2	Maintain a central property conditions database, delivering capital improvement projects, in line with the agreed methodology utilising the Conditions Improvement Fund (CIF)		A	A	S	R	S	S
6.3	Maintain school premises for routine condition, repair and decorating utilising the school budget and Devolved Formula Capital (DFC)		A	A	S	S	S	R
6.4	Ensure compliance with all appropriate statutory functions e.g. Health and Safety, fire and asbestos risk assessments etc.		A	A	S	R	S	R
6.5	Ensure best value through effective procurement and contract assessment (inc: educational, commercial and contractual legal advice)		A	A	C	R	I	C

## 7. Scheme of Delegation

### 7. Other. Executive Lead: Alan Lee

Ref	Decision	Delegation						
		Members	Board	Standing Committees	CEO	COO	LGBs	School Principal
7.1	Responsible for handling and monitoring of complaints		A	I	A	R	R	S
7.2	To review permanent exclusions, considering whether to uphold the Principal's decision or to direct reinstatement of excluded student		A	I	R	I	A	S
7.3	Responsible for monitoring and developing the school's links with the community, parents, carers and guardians		A	I	I	A	A	R

## Standing Committees/Abbreviations

Performance Committee (as required forms a sub-committee to deal with related HR matters) Finance and Audit Committee

### **CEO – Chief Executive Officer (and Accounting Officer)**

Executive delegation to:

- a. Chief Financial Officer – finance<sup>11</sup>
- b. Director of Education – education
- c. Clerk to the Board – governance

### **COO – Chief Operating Officer**

Executive delegation to:

- a. Quality Assurance Officer – compliance
- b. Operations Support Officer - operations
- c. Communications Officer – communications

### **CFO – Chief Finance Officer**

Executive delegation to:

- a. Finance team – finance

### **DfE – Director of Education**

Executive delegation to:

- a. Director of BEST Teaching Schools – teaching school

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<sup>11</sup> See job roles for positions referred to here.



## APPENDIX 2: Financial Scheme of Delegation

1: Scheme of Financial Delegation	
1. Powers and Duties Reserved for the <u>Board of Trustees</u>	
General	
1.1	Approval of a written scheme of delegation of its financial powers and duties to its Finance Committee, the Chief Executive Officer, the Trust Chief Finance officer and other staff. The scheme must satisfy the Board of Trustees ultimate responsibility for ensuring that there are adequate operational controls in place for all the financial processes within the Trust. The Scheme of Delegation should be operated in conjunction with the Financial procedures and regulations of the Trust.
Budgets/Budgetary Control	
1.2	Ensure the trust's assets and funds are used only in accordance with legislation, their articles of association, their funding agreement and the Academies Financial Handbook
1.3	Formally approving the annual Trust budget
1.4	Considering budgetary control reports from the Finance and Audit Committee at every meeting, with relevant explanations and documentation where required
1.5	Authorisation of all virements in excess £250 000 between budget headings. Details of all virements approved and authorised by the Finance and Audit Committee are to be formally notified to the Board of Trustees
Purchasing	
1.6	Maintenance of a Register of Pecuniary and Business Interests for all Members, Trustees, Governors and Trust staff with financial responsibilities
1.7	Authorisation of the award of tenders above £250 000
Income	
1.8	Authorisation of the write off of debts not collectable (the Secretary of State's prior approval is also required if debts to be written off are above the value set out in the Academies Financial Handbook)
Security of Assets	
1.9	Authorisation of the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete with a residual value in excess of £20 000
Accounts and Audit	
1.10	Approval of the audited financial statements
1.11	Informing the ESFA if it suspects any irregularity affecting resources.

## 2: Scheme of Financial Delegation

### 2. Powers and Duties Reserved for the Finance and Audit Committee

#### General

2.1	Exercising the powers and duties of the Board of Trustees in respect of the financial administration of the Trust, except for those items specifically reserved for the Board of Trustees and those delegated to the Chief Executive Officer, and other staff
2.2	Reporting on decisions taken under delegated powers to the next meeting of the Board of Trustees

#### Budgets/Budgetary Control

2.3	Reviewing the annual Trust budget and recommending its acceptance, or otherwise to the Board of Trustees
2.4	Considering budgetary control reports on the Trusts financial position at every meeting, taking appropriate action to contain expenditure within the budget and report to the Board of Trustees
2.5	Reviewing the virement of sums between budget heads over £100 000 and up to £250 000 as approved and authorised by the Chief Executive Officer and Chief Finance Officer, which are to be formally notified to the Finance and Audit Committee who shall minute the notification
2.6	Approving virements between budget headings of over £100 000 and up to £250 000
2.7	Reporting to the Board of Trustees all significant financial matters and any actual or potential overspending

#### Purchasing

2.8	Authorising the award of orders and contracts over £100 000 and up to £250 000
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#### Income

2.9	Authorisation to write off debts not collectable between £10 000 and up to £45 000 (the secretary of state's prior approval is also required if debts to be written off are above the value set out in the Academies Financial Handbook.)
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#### Security of Assets

2.10	Authorising the disposal of individual items of equipment and materials that have become surplus to requirements, unusable or obsolete with a residual value above £20 000 and reporting such authorisations to the Board of Trustees
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#### Accounts and Audit

2.11	Reviewing the draft financial statements and external audit reports and highlighting any significant issues to the Board of Trustees
2.12	Receiving the reports of the auditor on the use of resources, systems of internal financial control, and discharge of financial responsibilities and highlighting any significant issues to the Board of Trustees
2.13	Receiving annual reports from independent auditors on our internal controls
2.14	Monitoring outcomes of any internal peer reviews that are undertaken.

### 3: Scheme of Financial Delegation

#### 3. Powers and Duties Reserved for the Chief Executive Officer

##### General

- |     |   |
|-----|---|
| 3.1 | The Chief Executive Officer has delegated powers and functions in respect of internal organisation, management and control of the Trust, the implementation of all policies approved by the Board of Trustees and for the direction of teaching and the curriculum. |
|-----|---|

*The Chief Executive Officer shall be responsible for:*

##### Budgets/Budgetary Control

- |     |   |
|-----|---|
| 3.2 | Reviewing income and expenditure reports and highlighting actual or potential overspending to the Finance and Audit Committee |
| 3.3 | Approving virements between budget headings of up to £100 000 and reporting such approval to the Finance and Audit Committee  |

##### Financial Management

- |     |  |
|-----|--|
| 3.4 | Ensuring the arrangements for collection of income, ordering of goods and services, payments and security of assets are in accordance with the Financial Regulations |
|-----|--|

##### Purchasing

- |     |   |
|-----|---|
| 3.5 | Authorising all orders and contracts up to £100 000                             |
| 3.6 | Ensuring that all contracts and agreements conform to the Financial Regulations |

##### Payroll and Personnel

- |     |   |
|-----|---|
| 3.7 | Approval/veto of proposals and authorisation of changes to the Trust's establishment  |
| 3.8 | Ensuring there is an equitable remuneration policy that recognises responsibility, skills, experience and diversity and delivers value for money to the Trust |
| 3.9 | Ensuring payroll processes are delivering timely and accurate payments to staff   |

##### Income

- |      |   |
|------|---|
| 3.10 | Authorisation to write off debts not collectable between £10 000 and up to £45 000 (the secretary of state's prior approval is also required if debts to be written off are above the value set out in the Academies Financial Handbook.) |
|------|---|

##### Security of Assets

- |      |  |
|------|--|
| 3.11 | Ensuring that there are annual independent checks of assets and the asset register   |
| 3.12 | Ensuring that proper security is maintained at all times for all buildings, furniture, equipment, vehicles, stocks, stores, cash, information and records etc. under his/her control |

##### Accounts and Audit

- |      |  |
|------|--|
| 3.13 | The operation of financial processes within the Academy, ensuring that adequate operational controls are in place and that the principles of internal control are maintained |
| 3.14 | Ensuring ongoing in-year QA processes are in place via independent scrutiny and internal checks.   |

## 4: Scheme of Financial Delegation

### 4. Powers and Duties Reserved for the Chief Finance Officer

*The CFO shall be responsible for the strategic financial planning in conjunction with the CEO and Executive Principals relating to:*

#### **Budgets/Budgetary Control**

4.1	Supporting Principals with the budgeting process and presenting the annual draft budget plan for consideration and approval by the Finance and Audit Committee and Board of Trustees
4.2	Monthly monitoring of expenditure and income against the approved budget and submitting reports on the Trusts financial position to every meeting of the Finance and Audit Committee and at least 6 times a year to the Board of Trustees. Any actual or potential overspending representing a financial risk to the Trust shall be reported to the Finance and Audit Committee
4.3	Approving virements between budget headings up to a value of £100 000 and reporting such approval to the Finance and Audit Committee

#### **Purchasing**

4.4	Ensuring that the individual academies are maintaining a register of formal contracts entered into, amounts paid and certificates of completion and are retaining the quotes obtained for goods, works and services. Whilst overall responsibility for this sits with the CFO, maintenance of such records can be delegated to the COO and Local Finance Assistants
4.5	Ensuring that all correct invoices are duly certified by authorised staff before payments
4.6	Ensuring the appropriate division of duties between staff responsible for processing orders, receiving deliveries and processing payments

#### **Payroll and Personnel**

4.7	Authorising the monthly payroll for the central staff and for an academy in the absence of the Principal
4.8	With the CEO, jointly authorising any changes to the staff structures in the individual academies
4.9	Ensuring salaries are calculated correctly and paid only to employees of the Trust
4.10	Authorising any changes in salary to existing staff after consultation with the CEO

#### **Banking Arrangements**

4.11	Maintaining proper records of accounts and reviewing monthly bank reconciliations
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#### **Accounts and Audits**

4.12	The operation of financial processes within the Trust, ensuring that adequate operational controls are in place and that the principles of internal control are maintained
4.13	Ensuring that full, accurate and up to date records are maintained in order to provide financial and statistical information
4.14	Ensuring that all records and documents are available for audit by the appointed external auditors

#### **Insurances**

4.15	Ensuring that arrangements for insurance cover are in place and adequate
4.16	Notifying the Finance and Audit Committee on any eventuality that could affect the Trust's insurance

## 5: Scheme of Financial Delegation

### 5. Powers and Duties Reserved for all Other Staff

*Members of staff with delegated responsibilities should be aware that these must be exercised in accordance with Financial Regulations.*

#### Academy Principals:

5.1	Setting their Academy's annual budget
5.2	Authorising monthly payroll, CFO can authorise in the Principals' absence
5.3	Checking and certifying monthly statements of expenditure against their delegated budgets
5.4	Reporting any errors or irregularities to the Trust CEO and CFO. Any actual or potential overspend shall also be reported to the CEO and CFO

#### Delegated Budget Holders:

5.5	Authorising order requisitions provided they are within the scope and remaining balance of their delegated budget
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#### Finance Co-ordinator

5.6	Provides support to the CFO and Finance Assistants in carrying out their responsibilities to ensure a consistent approach across the trust
5.7	Responsible for day to day transactions and reporting for the executive account

#### Finance Assistants

5.8	Ensuring that all income is accurately accounted for and is promptly collected and banked intact
5.9	Ensuring that all expenditure is accurately accounted for and invoices are correctly authorised for payment
5.10	Placing orders
5.11	Keeping all relevant audit paperwork associated with income, expenditure, petty cash, purchase orders, contracts
5.12	Produce at least termly statements of income and expenditure to budget holders
5.13	Produce monthly management accounts
5.14	Checking monthly payroll payments and reporting any errors to the payroll provider. Checking data held by payroll provider matches the academies local accounting system on an annual basis
5.15	Assisting the Principals in setting the annual budget.

#### Security of Assets

The Academy Finance Team are responsible for:

5.16	Maintaining a permanent and continuous register of all items of furniture, equipment, vehicles and plant. Items over £5 000 are capitalized and added to the Fixed Asset Register
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#### Information and Communication Systems

The COO is responsible for:

5.17	Maintaining the standards of control for such systems in operation within the Trust to include the use of properly licensed software, and for the security and privacy of data in accordance with the Data Protection Act.
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Delegated Duty	Value	Delegated Authority	Method
<b>Ordering Goods and Services</b>	Up to £5 000	Budget Holder, Principal &/or Trust CFO	Selection from preferred supplier list unless agreed otherwise with CFO
	£5 001 to £25 000	Principal & Trust CFO	Minimum of 3 quotes
	£25 001 to £100 000	Trust CEO & CFO	Minimum of 3 quotes
	£101 000 to £250 000	Finance & Audit Committee	Formal tendering process, OJEU where appropriate
	Over £250 000	Board of Trustees	Formal tendering process, OJEU where appropriate
<b>Contracts and Expenditure</b>	Up to £25 000	Principals	
	Up to £100 000	CEO/CFO	
	£101 000 to £250 000	Finance & Audit Committee	
	>£250 000	Board of Trustees	
<b>Signatories for cheques, BACS payment authorisations and other bank transfers</b>	Any	Two signatories from: <ul style="list-style-type: none"> <li>○ Trust CEO</li> <li>○ Trust CFO</li> <li>○ Trust COO</li> <li>○ Principals</li> <li>○ Vice Principals</li> </ul>	
<b>Signatories for ESFA grant claims and ESFA returns</b>	Any	Two signatories from: <ul style="list-style-type: none"> <li>○ Trust CEO</li> <li>○ Trust CFO</li> </ul>	
<b>Virement of budget provision between budget heads</b>	Up to £25 000	Principals	
	£25 001 to £100 000	Trust CEO & CFO reporting to the Finance and Audit committee	
	£100 001 to £250 000	Finance & Audit Committee	
	Over £250 000	Board of Trustees	
<b>Disposal of Assets</b>	Up to £20 000	CFO	
	Over £20 000	CEO & Board of Trustees	
<b>Write-off of bad debts</b>	Up to £10 000	CEO	
	Over £10 000	Board of Trustees & EFSA approval	
<b>Purchase of an asset through a finance lease</b>		ESFA approval	
<b>Purchase or sale of any freehold property</b>		ESFA approval	
<b>Granting or take up of any leasehold or tenancy agreement exceeding 3 years</b>		ESFA approval	

## APPENDIX 3: Schedule of BEST Meetings

Meeting Date	Time	Meeting	Location
<b>3<sup>rd</sup> October 2020</b>	<b>9:30am</b>	<b>BEST Annual Governance Conference</b>	<b>BEST House</b>
10 <sup>th</sup> September 2020	8:00am	BEST Executive Team Meeting	SWA – Room 914
15 <sup>th</sup> October 2020	8:00am	BEST Executive Team Meeting	SWA – Room 914
19 <sup>th</sup> November 2020	8:00am	BEST Executive Team Meeting	SWA – Room 914
14 <sup>th</sup> January 2021	8:00am	BEST Executive Team Meeting	SWA – Room 914
25 <sup>th</sup> February 2021	8:00am	BEST Executive Team Meeting	SWA – Room 914
25 <sup>th</sup> March 2021	8:00am	BEST Executive Team Meeting	SWA – Room 914
6 <sup>th</sup> May 2021	8:00am	BEST Executive Team Meeting	SWA – Room 914
17 <sup>th</sup> June 2021	8:00am	BEST Executive Team Meeting	SWA – Room 914
29 <sup>th</sup> September 2020	13:00pm	BEST SEND Meeting	BEST House meeting room
11 <sup>th</sup> November 2020	13:00pm	BEST SEND Meeting	BEST House meeting room
21 <sup>st</sup> January 2021	13:00pm	BEST SEND Meeting	BEST House meeting room
9 <sup>th</sup> March 2021	13:00pm	BEST SEND Meeting	BEST House meeting room
5 <sup>th</sup> May 2021	13:00pm	BEST SEND Meeting	BEST House meeting room
24 <sup>th</sup> June 2021	13:00pm	BEST SEND Meeting	BEST House meeting room
29 <sup>th</sup> September 2020	10:00am	BEST Members' Meeting	SWA – Room 914
22 <sup>nd</sup> September 2020	10:00am	BEST Trustees' Meeting	SWA – Room 914
7 <sup>th</sup> December 2020	9:30am	BEST Trustees' Meeting	SWA – Room 914
<b>7<sup>th</sup> December 2020</b>	<b>10:00am</b>	<b>AGM – Members &amp; Trustees</b>	<b>SWA – Room 914</b>
26 <sup>th</sup> January 2021	10:00am	BEST Trustees' Meeting	SWA – Room 914
16 <sup>th</sup> March 2021	10:00am	BEST Trustees' Meeting	SWA – Room 914
11 <sup>th</sup> May 2021	10:00am	BEST Trustees' Meeting	SWA – Room 914
22 <sup>nd</sup> June 2021	10:00am	BEST Trustees' Meeting	SWA – Room 914
10 <sup>th</sup> November 2020	9:30am	BEST Performance Committee Meeting	SWA – Room 914
23 <sup>rd</sup> February 2021	10:00am	BEST Performance Committee Meeting	SWA – Room 914
8 <sup>th</sup> June 2021	10:00am	BEST Performance Committee Meeting	SWA – Room 914
17 <sup>th</sup> November 2020	10:00am	BEST Finance Committee Meeting (Audit)	SWA – Room 914
23 <sup>rd</sup> February 2021	12:30pm	BEST Finance Committee Meeting	SWA – Room 914
8 <sup>th</sup> June 2021	12:30pm	BEST Finance Committee Meeting (Budget)	SWA – Room 914
4 <sup>th</sup> November 2020	10:30am	B.E.S.T Trustee Meeting	SWA – Room 914
3 <sup>rd</sup> February 2021	10:30am	B.E.S.T Trustee Meeting	SWA – Room 914
8 <sup>th</sup> June 2021	10:30am	B.E.S.T Trustee Meeting	SWA – Room 914
27 <sup>th</sup> November 2020	10:00am	Chairs' Forum Meeting	SWA – Room 914
5 <sup>th</sup> March 2021	10:00am	Chairs' Forum Meeting	SWA – Room 914
11 <sup>th</sup> June 2021	10:00am	Chairs' Forum Meeting	SWA – Room 914

BEST POLICIES			
POLICY TITLE	OWNER	CATEGORY	REVIEW PERIOD
ABSENCE (LEAVE)	HR	RECOMMENDED	3 yearly
ABSENCE (SICKNESS)	HR	RECOMMENDED	3 yearly
ADMISSIONS ARRANGEMENTS	COMPLIANCE	MANDATORY	Annually
ANTI-BRIBERY	FINANCE	RECOMMENDED	3 yearly
APPRAISAL PROCEDURE FOR SUPPORT STAFF	HR	MANDATORY	3 yearly
APPRAISAL PROCEDURE FOR TEACHING STAFF	HR	MANDATORY	3 yearly
CAPABILITY PROCEDURE FOR TEACHERS AND SCHOOL SUPPORT STAFF	HR	MANDATORY	3 yearly
CHARGING AND REMISSION	FINANCE	MANDATORY	Annually
CHILD PROTECTION / SAFEGUARDING	COMPLIANCE	MANDATORY	Annually
COMPLAINTS (TRUST LEVEL ONLY)	COMPLIANCE	MANDATORY	Annually
DISCIPLINARY	HR	MANDATORY	3 yearly
EQUALITY STATEMENT	COMPLIANCE	RECOMMENDED	2 yearly
FAMILY RELATED LEAVE	HR	RECOMMENDED	3 yearly
FINANCIAL PROCEDURES	FINANCE	MANDATORY	Annually
FLEXIBLE WORKING	HR	RECOMMENDED	3 yearly
FREEDOM OF INFORMATION	COMPLIANCE	MANDATORY	3 yearly
GDPR & PRIVACY NOTICES (INCLUDING BIOMETRICS)	COMPLIANCE	MANDATORY	2 yearly
GRIEVANCE POLICY	HR	MANDATORY	3 yearly
HARASSMENT & BULLYING	INCLUDED IN GRIEVANCE POLICY		
HEALTH & SAFETY	H&S	MANDATORY	Annually
NQT POLICY	TEACHING SCHOOL	MANDATORY	Annually
PAY POLICY	HR	MANDATORY	Annually
RECRUITMENT & SELECTION	HR	MANDATORY	3 yearly
REDUNDANCY PROCEDURE	HR	MANDATORY	Annually
RESERVES	FINANCE	RECOMMENDED	Annually
STAFF CODE OF CONDUCT	COMPLIANCE	MANDATORY	Recommended annually
STAFF FACING ALLEGATIONS OF ABUSE (STATEMENT OF PROCEDURE MANDATORY REQUIREMENT)	HR	MANDATORY	Annually



### BEST POLICIES contd...

POLICY TITLE	POLICY TITLE	POLICY TITLE	POLICY TITLE
TRAVEL & SUBSISTENCE	HR	<b>RECOMMENDED</b>	Annually
WHISTLEBLOWING	HR	<b>RECOMMENDED</b>	3 yearly
WORKING WITH TRADE UNIONS	HR	<b>RECOMMENDED</b>	Annually

### ACADEMY POLICIES

POLICY TITLE	OWNER	CATEGORY	REVIEW PERIOD STATED BY DFE (SEPT '19)
ACCIDENT, INCIDENT AND NEAR MISS REPORTING PROCEDURE/POLICY	SCHOOL	<b>RECOMMENDED</b> UNDER HSE GUIDANCE	Not stated
ANTI-BULLYING	SCHOOL	<b>MANDATORY</b> – CAN BE INCLUDED IN BEHAVIOUR POLICY	Not stated
BEHAVIOUR IN SCHOOLS	SCHOOL	<b>MANDATORY</b>	<b>Recommended</b> annually (Principal to determine)
COMPLAINTS PROCEDURE	SCHOOL	<b>MANDATORY</b>	<b>Recommended</b> annually
CURRICULUM HEALTH & SAFETY POLICIES – FOR: <ul style="list-style-type: none"> <li>DT including food tech (localise and adopt model policy CLEAPPS L260) – Middle and Upper only</li> <li>Science (localise and adopt model policy CLEAPPS DL223)</li> <li>Art</li> <li>PE (this can be a handbook rather than policy)</li> </ul>	SCHOOL	<b>RECOMMENDED</b> UNDER HEALTH & SAFETY AT WORK ACT 1974, MAANGEMENT OF HEALTH & SAFETY AT WORK REGULATIONS 1999 AND INDUSTRY GUIDANCE	Not stated
EARLY YEARS FOUNDATION STAGE (EYFS) POLICIES	SCHOOL	<b>MANDATORY</b>	Varies
EQUALITY INFORMATION AND OBJECTIVES STATEMENT (FOR PUBLICATION)	SCHOOL	<b>MANDATORY</b>	<b>Equality information</b> must be updated and published at least every year. <b>Equality objectives</b> must be updated and published at least every 4 years
FIRE POLICY / FIRE MANAGEMENT PLAN	SCHOOL	<b>RECOMMENDED</b> UNDER REGULATORY REFORM (FIRE SAFETY)– ORDER 2005	Not stated
LOCKDOWN PROCEDURE/POLICY	SCHOOL	<b>RECOMMENDED</b>	

## ACADEMY POLICIES contd...

POLICY TITLE	OWNER	CATEGORY	REVIEW PERIOD STATED BY DFE (SEPT '19)
SCHOOL EXCLUSION ( <i>can be included in behaviour policy</i> )	SCHOOL	MANDATORY	Recommended annually
SEX & RELATIONSHIP EDUCATION	SCHOOL	RECOMMENDED	Recommended annually (not statutory for academies)
SPECIAL EDUCATIONAL NEEDS	SCHOOL	MANDATORY	Annually (SEN Info Report should also be updated annually)
SUPPORTING PUPILS/STUDENTS WITH MEDICAL CONDITIONS ( <i>including first aid and children with health needs who cannot attend school</i> )	SCHOOL	MANDATORY	Recommended annually

## STATUTORY DOCUMENTS

TITLE	OWNER	CATEGORY	DATE	REVIEW PERIOD STATED BY DFE (SEPT '19)
ACCESSIBILITY PLAN	SCHOOL	MANDATORY		3 yearly
CENTRAL RECORD OF RECRUITMENT AND VETTING CHECKS	SCHOOL / TRUST	MANDATORY	Ongoing (live document)	Live document
GOVERNANCE HANDBOOK / SCHEME OF DELEGATION	TRUST		Update issued every Sept	Not stated (Trustee/LGB code of conduct – recommended 1-3 yearly)
KEEPING CHILDREN SAFE IN EDUCATION	SCHOOL	STATUTORY GUIDANCE DOCUMENT		
MINUTES OF, AND PAPERS CONSIDERED AT, MEETINGS OF GOVERNING BODY AND ITS COMMITTEES	SCHOOL / TRUST	MANDATORY		
PREMISES MANAGEMENT DOCUMENTS	SCHOOL	MANDATORY	Ongoing (live document)	Recommended annually (varies depending on document)
REGISTER OF BUSINESS & PECUNIARY INTERESTS	SCHOOL / TRUST	MANDATORY	Ongoing (live document)	Recommended annually
REGISTER OF PUPILS' ADMISSION TO SCHOOL	SCHOOL	MANDATORY	Ongoing (live document)	Live document
REGISTER OF PUPILS' ATTENDANCE	SCHOOL	MANDATORY	Ongoing (live document)	Live document
SCHOOL INFORMATION PUBLISHED ON A WEBSITE	SCHOOL / TRUST	MANDATORY	Ongoing (live document)	Live document
WORKING TOGETHER TO SAFEGUARD CHILDREN	SCHOOL	STATUTORY GUIDANCE DOCUMENT		

## Appendix 5: BEST Quality Assurance Calendar

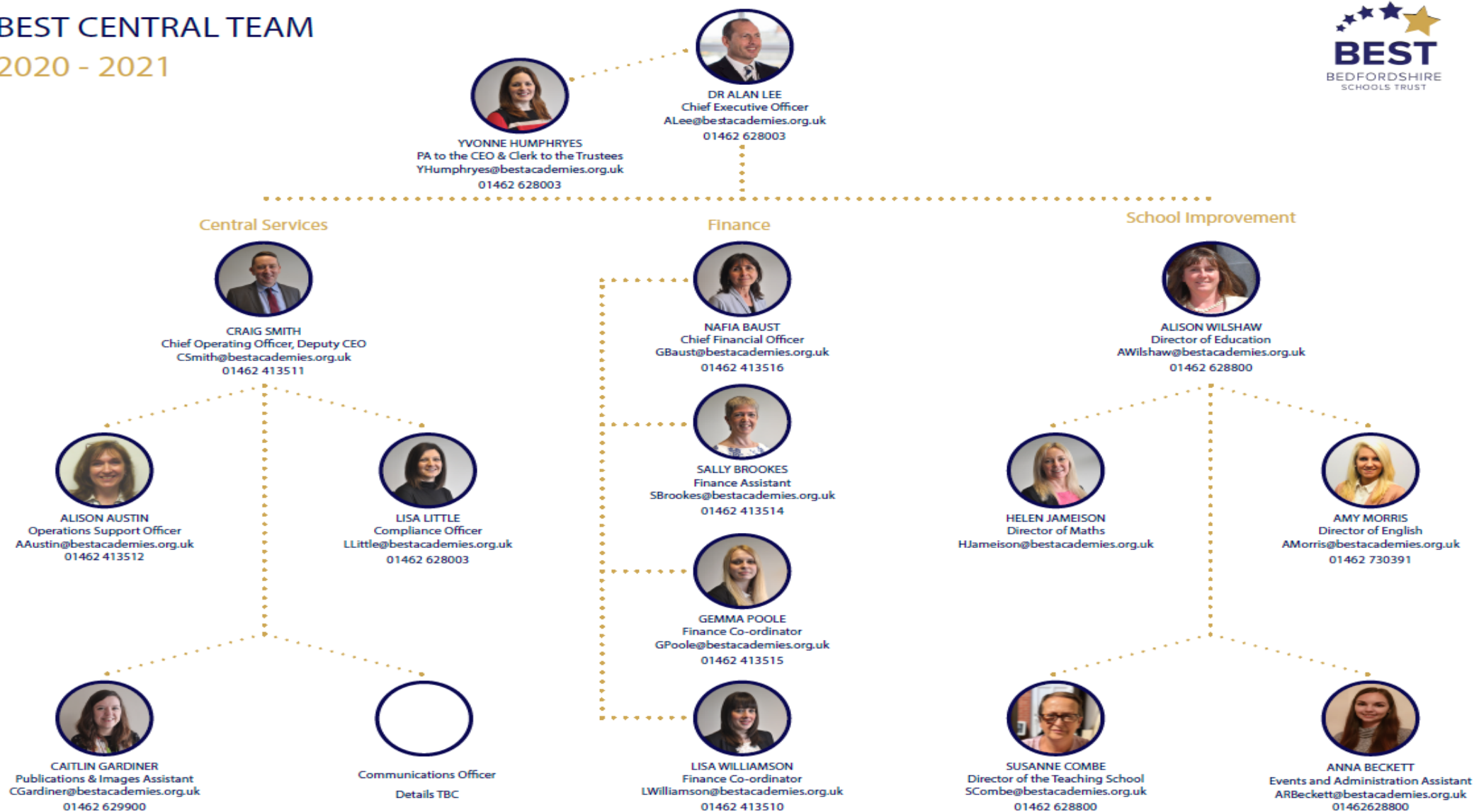
BEST Support			Timeline 2020/21											
Function	Lead	Detail	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
Strategy	AL	Strategic Objectives and Plans	Implementation						Review		Trustees approve		Issue	
		Scheme of Delegation	Implementation						Review		Trustees approve		Issue	
		School Provision Maps	1st of 3 termly created	Sign off by Chairs & Principals			2nd of 3 termly created	Sign off by Chairs & Principals		3rd of 3 termly created	Sign off by Chairs & Principals			
Governance	CS	Governance Audit (TBC)												
		Governance Training	Training				Review					Audit		
Leadership Succession Planning	AL	Principal appointment, support, appraisal & CPD	Interviews CPD - Annual offer				Mid-year reviews							
	CS	LGB Chair Support, review and CPD		Governor Conference										
	AW	Leadership Qualifications: NPQML/ NPQSL/ NPQSW/ NPQEL2	Annual Offer											
Compliance	LL	Admissions	Trustees approve draft policy (Sept)		Policy Consultation		Trustees approve final policy	Submit policy to LA				Review Sept '23 policy		
		BEST Wide Policies			Financial Procedures/ Reserves policy (Finance Committee to approve)	Staff Facing Allegations, NGT, Redundancy & Whistleblowing policies		Charging & Remission policy (Finance Committee to approve)	Health & Safety/ Grievance policies (Trust Board to approve)			Travel & Subs, Staff CoC, TURA, Pay, Complaints & Sickness Absence policies (Trust)		
		GDPR	DPL audit/ COO Interim report to	Principal Check	Link gov visit		Trust Audits		COO report to Trustees					
		Trust Website Audits												
		Important Policy Sheet												
		Disclosure of Pecuniary Interests												
Safeguarding	LL	Staff Training												
		Link Gov visits (each term)												
		School audits and action plans							Report to Trustees					
		<b>SCR Checks:</b>												
Health & Safety	CS / AA	By Principal												
		By Link Gov (each term following Review of Health & Safety)												
		DSE assessments - annual work station assessments												
		Audits (Principals)	LGB after completion				LGB after completion							
		Training (as required)	Principals training					Review of Training needs & Plan	Delivery of Plan commences			Review of training 2019/20		
Health & Safety	CS / AA	PPM Compliance - needs reviewing	Work with Cousins Safety				Review				Review			
		Trust audit	Report to Trustees in Sept		Principals Discussion		Report to Trust Board		Principals Discussion			Report to Trustees in Sept		

Finance	NGB	BEST annual financial process	Year end procedures/preparation of final accounts			Final accounts approved by Trustees		Budget Building			Draft budgets finalised and consolidated	Consolidated budget to Trustees for approval		
		Consistent financial reporting(CFRs)	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees	Report to Trustees
		External audits	End of year audit							Internal Review	Teachers' Pension Audit		End of year Audit	
		Statutory returns - ESFA, HMRC, TP, Companies House	VAT return Q4 and payment Practices Report			Financial Statements to ESFA and VAT return Q1	Annual Accounts return to ESFA, Financial Statements to	Payment Practices Report	VAT Return Q2		Budget Forecast Return: Outturn to ESFA and End of Year	VAT Return Q3	Budget Forecast Return to ESFA	Corporation Tax Return
School Standards	A/W	BEST target setting and monitoring	Post LGB and Appraisal					DSRs overview - pre Performance				DSRs overview - pre Performance		
		External reports	Chris Beeden annual outcomes Trust summary	External SIA Reports - pre-Performance Committee				External SIA Reports - pre-Performance Committee				External SIA Reports - pre-Performance Committee		
		School SEF	Completed by October Half-term				Updated by February Half-term					Review by End of June		
		School SIP	Completed by October Half-term				Updated by February Half-term					Review by End of June		
		Finance-led Curriculum Model												
		School Staffing Structure												
School Improvement	A/W	School Improvement Provision Maps(see Strategy section)	1st of 3 termly created	Sign off by Chairs & Principals			2nd of 3 termly created	Sign off by Chairs & Principals		3rd of 3 termly created	Sign off by Chairs & Principals			
		BEST Teaching School CPD Offer	Annual Offer (reviewable on Academy needs)											
School Estates	CS/ AA		Review of Summer works				Distribution of SCA underspend, if appropriate	Prepare SCA/ Conditions Survey plans		Govt funding confirmed	Development of new plans and tendering	Report to Trustees	Summer Capital works	
HR	CS/ AA	Advice	Annual Offer											
		Case Study Work	Annual Offer											
Information Technology	CS			Quarterly Monitoring			Quarterly Monitoring			Quarterly Monitoring			Quarterly Monitoring	
Comms	CS	Website development and maintenance						Training on website usage						
		Signage								Annual Review of signage	Follow up plan, as appropriate			
		Newsletters				Publish 2 x Newsletter			Publish 2 x Newsletter				Publish 2 x Newsletter	

The Compliance calendar is available on Governor

## APPENDIX 6: BEST Central Team

### BEST CENTRAL TEAM 2020 - 2021



## APPENDIX 7: BEST School Improvement Team

# BEST SCHOOL IMPROVEMENT TEAM

2020 – 2021



**ALAN LEE**  
CEO  
National Leader of Education



**ALISON WILSHAW**  
DIRECTOR OF EDUCATION  
National Leader of Education  
Sub Regional Lead of  
Teaching Schools



**CRAIG SMITH**  
COO  
National Leader of Governance



**HELEN JAMEISON**  
DIRECTOR OF  
MATHS



**SUSANNE COMBE**  
DIRECTOR OF  
TEACHING  
SCHOOL



**AMY MORRIS**  
DIRECTOR OF  
ENGLISH



**IAN EVASON**  
LLE



**LISA LENK**  
EYFS SLE



**JUSTIN TOGHER**  
KS3/4/5 Maths  
SLE



**VICKY LAKE**  
Humanities  
SLE



**CHRISTIAN LANGLEY**  
KS2/3/4/5  
Science SLE



**ALAN STUPPLE**  
KS3/4/5 Maths  
SLE



**NATASHA COOPER**  
KS2/3/4 PE  
SLE



**EMILY WIGGLESWORTH**  
English SLE



**SARAH HORNE**  
EYFS SLE



**ARRON BECKETT**  
KS3/4/5 Maths  
SLE



**KATE MACKENZIE**  
Phonics/ KS1  
English SLE



**SARAH ROBSON**  
KS2/3 PE  
SLE



**JULIET PARKER**  
KS1/2/3 Maths  
SLE



**ALEX MASON**  
KS3/4/5  
English SLE



**EMILY HARDY**  
NQT Music  
SLE



**RICHARD SCOOT**  
Behaviour  
& attendance  
SLE



**SARAH HUGHES**  
KS1/2/3 Maths  
SLE



**WENDY KING**  
KS2/3 Maths  
SLE



**JOYA BRACHMACHARI**  
-LIMB  
Perf Arts T&L  
SLE



**HANNAH POTTER**  
GEOGRAPHY  
AND T&L



**MIKE WARD**  
T&L RE SLE



**TOM ROWELL**  
SEND  
SLE



**KATHERINE BROWN**  
MFL SLE



**LYNN MINSHULL**  
KS1/2/3 Maths  
SLE



**FLORA BURT**  
T&L  
Humanities  
SLE



**DOUGLAS LEONARD**  
MATHS



**BECKY BYRNE**  
Behaviour.SEN  
SLE



**VISHALI YADAV**  
Pastoral,  
English, Media  
SLE



**ROB GRAVES**  
KS3/4/5  
Physics SLE



**ALISON SUGDEN**  
SEND



**ASHLEIGH FERDINAND**  
EYFS &  
LEADERSHIP



**KATIE BRIDGE**  
TEACHING &  
LEARNING



## Appendix 8: Cause for Concern

A BEST Cause for Concern notice may be issued by the CEO in any of the six circumstances below:

In which an academy:

- fail to faithfully uphold the vision, values and ethos of BEST
- possesses an Ofsted requires improvement grade or an EFSA financial requires improvement notice
- the BEST DofE or CFO identifies the academy as a high-risk academy
- pupil outcomes fall significantly below expectation, as determined by the BEST DofE
- fails to provide monitoring reports and/or fails to stay within agreed expenditure limits
- is not compliant with regard to its statutory obligations

In such a circumstance, delegated authority may be removed from either/both the Principal/LGB and corrective action will be taken, based on the identified concerns. This action may include consideration by the Board of either/both the Principal/LGB tenure.

## Appendix 9: Website Compliance List 2020/21

Document / information for publication	Website	Comment
<u>Annual reports and accounts:</u> <ul style="list-style-type: none"> <li>Annual report</li> <li>Annual audited accounts for last 2 years (publish by 31<sup>st</sup> Jan)</li> <li>Memorandum of association</li> <li>Articles of association</li> <li>Names of charity trustees and members</li> <li>Funding agreement</li> </ul>	Trust & Academy	academies must have a clear link to the BEST website where this information can be found.
<u>Publication of executive pay</u> The trust must publish in a separate readily accessible form the number of employees whose benefits exceeded £100k, in £10k bandings, as an extract from the disclosure in its financial statements for the previous year ended 31 August (in the case of employees who are trustees, their salary and other benefits will also be disclosed in £5k bandings in the trust's financial statements).	Trust	<b>Academies</b> to have link to BEST website where this will be published.
The school's name, address and telephone number	Academy	
The name of the Principal	Academy	
The address and telephone number of the Multi-Academy Trust's registered office <i>Including trading disclosure: the registered name of the Academy Trusts; the part of the UK where it is registered (e.g. "England and Wales"); the registered address of the Academy Trust; the fact that it is a charitable limited company; and the registered company number.</i>	Trust & Academy	academies must include a clear link to the BEST website.
A statement of the school's values, ethos (including any religious ethos) and aims	Academy	
The name and address for correspondence for the Chair of Governors	Academy	
Relevant business and pecuniary interests of trustees, local governors and members	Trust & Academy	
Publish up to date details of governance arrangements in a readily accessible format (see full list of requirements in Academies Financial Handbook)	Trust & Academy	All academies must include a clear link to the Governance Handbook/Scheme of Delegation on the BEST website.
The names of the members of the Multi-Academy Trust	Trust & Academy	All academies must have a clear link to the BEST website where this information can be found.
The names of the governors on the local governing body and their remit/committees ( <i>can be published in a Governance Handbook – a clear link to document and what information can be found must be provided</i> )	Academy	
The structure and remit of: <ul style="list-style-type: none"> <li>The members</li> <li>The board of trustees</li> </ul>	Trust	All academies must have a clear link to the BEST website where this information can be found.



<ul style="list-style-type: none"> <li>• Committees</li> <li>• LGBs</li> </ul> <p>Including full names of the chair of each</p>		
<p>Members of the Trust – for each member who has served at any point over the past 12 months:</p> <ul style="list-style-type: none"> <li>• Full name</li> <li>• Date of appointment</li> <li>• Who appointed them</li> <li>• Date he/she stepped down (if applicable)</li> </ul>	Trust	All academies to provide a clear link to this information, which can be found on the BEST website.
<p>Trustees and LGBs – for each trustee and local governor who has served at any point over the past 12 months:</p> <ul style="list-style-type: none"> <li>• Full name</li> <li>• Date of appointment</li> <li>• Who appointed them</li> <li>• Term of office</li> <li>• Date he/she stepped down (if applicable)</li> </ul>	Trust & Academy	All academies to provide a clear link to this information, which can be found on the BEST website.
<p><u>Attendance records (trustees and LGBs)</u></p> <p>For trustees – attendance records at board and committee meetings over the last academic year.</p> <p>For local governors – attendance records at local governing body meetings over the last academic year.</p>	Trust & Academy	
<p><u>Admissions Arrangements</u></p> <p>Academy trusts must publish the admissions arrangements for their schools on their website and keep them there for the whole of the offer year (the school year in which offers for places are made).</p> <p><b>16 to 19 academies and colleges - recommended</b> that details of admission arrangements are published.</p> <p>Information should be published a year before the beginning of the academic year to help parents and students make an informed choice, and it is recommended that the arrangements don't change during the year. Include:</p> <ul style="list-style-type: none"> <li>• open days</li> <li>• the process for applying for a place</li> <li>• whether the academy gives priority to applications from pupils enrolled at particular schools</li> </ul>	Academy	Policy on BEST website – link to be provided by all academies.
<p><u>Admissions consultations</u> – during any consultation on changes to proposed admission arrangements, the following must be published:</p> <ul style="list-style-type: none"> <li>• A copy of the full proposed admission arrangements including the proposed published admission number (PAN)</li> <li>• Details of the person to whom comments may be sent</li> <li>• The areas on which comments are not sought</li> </ul>	Trust & Academy	

<ul style="list-style-type: none"> <li>Reference to the PAN being higher than in previous years (where applicable)</li> </ul>		
<p><u>Equality Information</u></p> <p>As public bodies, academies and further education institutions must comply with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011.</p> <p>This means:</p> <ul style="list-style-type: none"> <li>publish details of how the school complies with the public sector equality duty - updated every year</li> <li>publish the school's equality objectives - updated at least once every 4 years</li> </ul> <p>Include:</p> <ul style="list-style-type: none"> <li>eliminating discrimination (see the Equality Act 2010)</li> <li>improving equality of opportunity for people with protected characteristics</li> <li>consulting and involving those affected by inequality in the decisions the school takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community)</li> </ul>	Trust & Academy	Trust will produce a diversity and gender pay gap report, and publish this on the BEST website – all academies to provide a clear link to this on their website.
Gender pay gap report	Trust	All academies to provide a clear link to the BEST website.
Name and contact details of SEN Co-ordinator (SENCO)	Academy	
Particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language	Academy	
<p><u>SEN information report</u></p> <p>Academies and free schools must publish a report on their policy for pupils or students with SEN and how they put the policy into effect. They should update this information <b>annually</b>, or as soon as possible if there are changes during the year.</p> <p>The report must comply with:</p> <ul style="list-style-type: none"> <li>section 69 of the Children and Families Act 2014, including: <ul style="list-style-type: none"> <li>the arrangements for the admission of disabled pupils</li> <li>the steps taken to prevent disabled pupils from being treated less favourably than other pupils</li> <li>the facilities provided to help disabled pupils to access the school</li> <li>information as to the plan prepared the governing body or proprietor under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:</li> </ul> </li> </ul>	Academy	

<ul style="list-style-type: none"> <li>▪ increasing the extent to which disabled pupils can participate in the school's curriculum</li> <li>▪ improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school</li> <li>▪ improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled</li> <li>• regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014, where appropriate</li> <li>• section 6 of the Special educational needs and disability code of practice: 0 to 25 years</li> </ul>		
<p><u>Pupil premium strategy</u></p> <p>For the current academic year:</p> <ul style="list-style-type: none"> <li>• how much pupil premium funding the school has received for this academic year</li> <li>• details of the main barriers to educational achievement that the disadvantaged children in the school face</li> <li>• how the school will spend the pupil premium funding to overcome these barriers and the reasons for the approach the school has chosen</li> <li>• how the school will measure the effect of the pupil premium</li> <li>• the date of the next pupil premium strategy review</li> </ul> <p>For the previous academic year:</p> <ul style="list-style-type: none"> <li>• how the school spent the pupil premium funding</li> <li>• the effect that the pupil premium had on pupils</li> </ul> <p><b><i>Please note that DfE guidance states that information should be published for academic year not financial.</i></b></p>	Academy	
<p><u>Year 7 literacy and numeracy catch up premium</u></p> <ul style="list-style-type: none"> <li>• how much year 7 catch-up premium the school received for this financial year</li> <li>• details of how the school intend to spend the funding</li> <li>• details of how the school spent the year 7 catch-up premium last financial year</li> <li>• how it made a difference to the attainment of the pupils who attract the funding and how the school assessed the effect it had</li> </ul>	Academy	

<p><b><u>PE and sport premium for primary schools</u></b></p> <ul style="list-style-type: none"> <li>• how much PE and sport premium funding the school received for this academic year</li> <li>• a full breakdown of how the school spent or will spend the funding this year</li> <li>• the effect of the premium on pupils' PE and sport participation and attainment</li> <li>• how the school will make sure these improvements are sustainable</li> <li>• how many pupils within their year 6 cohort can do each of the following: <ul style="list-style-type: none"> <li>○ swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>○ use a range of strokes effectively</li> <li>○ perform safe self-rescue in different water-based situation</li> </ul> </li> </ul>	Academy	
<p><b><u>Curriculum</u></b></p> <p>Academies should publish:</p> <ul style="list-style-type: none"> <li>• the content of the curriculum the school follows in each academic year for every subject, including for mandatory subjects such as Religious Education even if it's taught as part of another subject or subjects or is called something else</li> <li>• the approach to the curriculum</li> <li>• how parents or other members of the public can find out more about the curriculum the school is following</li> <li>• how the school meet the 16 to 19 study programme requirements (if the school have a sixth form or offer education at 16 to 19)</li> </ul> <p>Depending on what phase of education the school offers, it is recommended that the school also publish any of the following that apply:</p> <ul style="list-style-type: none"> <li>• the names of any phonics or reading schemes the school are using in key stage 1</li> <li>• a list of the courses available to pupils at key stage 4, including GCSEs</li> <li>• the 16 to 19 qualifications the school offer</li> </ul> <p><b><i>INCLUDE THE 3 I'S.</i></b></p>	Academy	
Information about where and how parents can obtain the most recent Ofsted report about the Academy / copy on website.	Academy	Including a link to the Ofsted website.
Information about where and how parents (including parents of prospective pupils) can access the Academy Performance Tables published by the Secretary of State.	Academy	
<p><b><u>Key stage 2 (KS2)</u></b></p> <ul style="list-style-type: none"> <li>• percentage of pupils who've achieved the expected standard in reading, writing and maths</li> </ul>	Academy	

<ul style="list-style-type: none"> <li>• average progress that pupils have made in reading between KS1 and KS2</li> <li>• average progress that pupils have made in writing between KS1 and KS2</li> <li>• average progress that pupils have made in maths between KS1 and KS2</li> <li>• percentage of pupils who've achieved a higher standard in reading, writing and maths</li> <li>• pupils' average scaled score in the reading test</li> <li>• pupils' average scaled score in the maths test</li> </ul>		
<p><u>Key stage 4 (KS4)</u></p> <ul style="list-style-type: none"> <li>• school's progress 8 score</li> <li>• school's attainment 8 score</li> <li>• the percentage of pupils who've achieved a strong pass (grade 5 or above) in English and maths at the end of KS4</li> <li>• the percentage of pupils entering for the English Baccalaureate (EBacc). To enter the EBacc, pupils must take up to 8 GCSEs or equivalents, across the 5 subject 'pillars' of English language and English literature, maths, sciences, a language and history or geography</li> <li>• percentage of pupils who've achieved the English Baccalaureate. In 2017, this was the percentage of pupils achieving the EBacc, so pupils who got a grade 5 or above in English and maths, and a grade C or above in the science, humanities and language pillars of the EBacc. In 2018, the EBacc attainment measure will change to an average point score (EBacc APS), showing pupils' point scores across the 5 pillars of the EBacc</li> <li>• percentage of students staying in education or employment after key stage 4 (destinations)</li> </ul>	Academy	
<p><u>Key stage 5 (KS5)</u></p> <p>Publish a link to 16 to 18 performance tables page.</p>	Academy	
<p><u>Careers programme information</u></p> <p>From September 2018, academies, free schools and colleges should publish information about the school's careers programme. This information should relate to the delivery of careers guidance to year 8 to 13 pupils (12 to 18 year olds) and any requirement set out in the funding agreement to deliver careers guidance. For the current academic year include:</p> <ul style="list-style-type: none"> <li>• the name, email address and telephone number of the school's Careers Leader</li> <li>• a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme</li> </ul>	Academy	

<ul style="list-style-type: none"> <li>• how the school measures and assesses the impact of the careers programme on pupils</li> <li>• the date of the school's next review of the information published</li> </ul>		
Statutory policies – must be published on website:	Academy (Trust for BEST policies)	All academies must provide a list of BEST policies on their website together with a link to the BEST website policy page.  Please note that the contents of policies is not checked during the website audits – just that they are published and their revision dates.
Accessibility plan		
Admissions policy including appeals timetable (BEST)		
Behaviour policy		
Exclusion policy		
Anti-bullying policy		
Charging & remission policy (BEST)		
Child protection/safeguarding		
Complaints procedure		
Early years foundation stage policies (if applicable)		
Equality statement / objectives		
Freedom of information policy (BEST)		
GDPR & Privacy Notices (BEST)		
Health & Safety (BEST)		
Sex & relationship education policy		
Special education needs policy		
Supporting pupils/students with medical needs (including first aid and children who cannot attend school)		
Whistleblowing (BEST)		
Publication scheme (a requirement of the Freedom of Information Act 2000)	Trust	Academies must provide a link to the BEST website.
Cookie policy to provide internet users with clear and comprehensive information about the purposes for which the cookie is stored and accessed.	Trust & Academy	
Request for copies – state that paper copies of any information on the website can be provided if necessary.	Trust & Academy	
Name of the member of staff who deals with queries from parents and other members of the public	Trust & Academy	
Parent View link	Academy	

**NB.** Websites must comply with data protection law if using photographs of individuals or data taken from members of the public. Websites must also observe intellectual property rights if publishing content produced by third parties.

Only statutory information required to be published on an academy website is checked in this audit, other areas of the website are not checked. The Trust will audit academy websites twice yearly. The academy is responsible for ensuring the compliance of the website between audits.

## Appendix 10: BEST Governors' Code of Conduct

**As individuals on the Governing Body for each academy we agree to the following and we/will:**

- champion the vision, values and ethos of BEST
- adhere to the Seven Principles of Public, established by the Nolan Committee (see appendix 17)
- actively support and challenge the Principals<sup>12</sup>
- accept collective responsibility for all our decisions; observing complete confidentiality as appropriate
- have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer
- consider carefully how our decisions may affect the community and other academies, declaring any conflict of loyalty at the start of any meeting should the situation arise
- complete a Governor Self Audit form, attend the BEST Governance Annual Conference and complete a minimum of one specific training course in line with the BEST Governance Skills audit
- attend at least (2/3) of meetings per year, or in the case of LGBs that meet more than 3 times, achieve at least 75% attendance. In the event an individual governor's attendance falls below this, their ability to effectively discharge their duties as a governor will be reviewed with them by the Chair of the Local Governing Body
- aim to remain current with the national agenda on education, including reading relevant update literature issued by BEST and/or DFE
- record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing body's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time
- act in the best interests of the academy as a whole and not as a representative of any group, even if elected to the governing body
- if we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing body will only use suspension as a last resort after seeking to resolve any difficulties or disputes in more constructive ways. Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate
- seek further support where necessary from the BEST's Governor Advice line accessed via the CEO, Dr Alan Lee, [alee@bestacademies.org.uk](mailto:alee@bestacademies.org.uk) or 07984 404578 (for Members and Trustees) or Craig Smith, [csmith@bestacademies.org.uk](mailto:csmith@bestacademies.org.uk) or 07429 206091 (for LGB members).

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<sup>12</sup> Should the CEO decide that a cause for concern category is to be given to a particular academy, the LGB will work openly and positively with the school improvement/finance to secure rapid correction.

## Appendix 11: BEST Chairs' Forum – Terms of Reference

### Core Aim:

To ensure that the vision and values of BEST are faithfully upheld, clearly communicated and revisited, delivering an ethos and culture of ambition that enables all pupils and staff in our community to excel.

### Overall Purpose and Responsibility:

- To provide the opportunity for LGB members from different academies and Board members to meet
- To facilitate good communications between LGBs and the Board of Trustees
- To offer a discussion forum for challenges to and management of LGBs.

### Composition:

- The Board Chair will invite the Chairs – or their nominated representatives - of each LGB
- Board members have an open invitation to attend
- Members of the BEST Executive Team and external advisors will be invited by the Board Chair as deemed appropriate.

### Proceedings:

- The forum will meet once a term, usually for 1 hour at a pre-determined school venue
- Agenda items/papers will be distributed 5 working days in advance of any meetings. One item will be a sharing of best practice by an LGB Chair
- The meeting will be minuted by the Clerk to the Board
- The CEO will report back to the Board on the meeting, attendance and general discussion themes/recommendations for action.



## Appendix 12: BEST Local Governing Body Model

### TERMS OF REFERENCE

#### Context:

Local governing bodies (LGBs) are at the heart of BEST. Appointed by and reporting to the Board, they provide effective day-to-day oversight of BEST academies. LGBs are the face of BEST in the community and are responsible for championing BEST's mission, vision and values.

#### Core functions:

The core functions of the LGB are:

- Ensuring the mission, vision and values of BEST are faithfully upheld and clearly communicated, delivering an ethos and culture of ambition that enables students and staff to excel
- Holding the Principal to account and ensuring that the BEST approach to delivering progress and attainment, in which the minimum expectation for all students of being in the top 50% nationally, with an aspiration to be in the top 20% is strictly followed
- Monitoring the use of resources to ensure best value.

#### Key responsibilities:

##### Vision, ethos and strategic direction (community engagement focus):

(Executive Support – Chief Operations Officer, Craig Smith)

- Champion BEST's mission, vision and values throughout the academy and wider community, nurturing a culture of consistent high expectations from all
- Support, monitor and challenge the Principal against targets set by BEST for the academy. Chair to support with the appointment/appraisal of the academy Principal
- Regular community engagement, ensuring that systematic arrangements are in place to hear and respond to the voices of all stakeholders.

##### Holding leaders to account for the educational performance of the academy and its students:

(Executive Support – Director of Education, Alison Wilshaw)

- Involvement in the construction/approval of both the Academy Improvement Plan and Self-Evaluation documents
- Ensuring that curriculum intent and implementation are embedded securely and consistently across the academy, facilitated by an appropriate staff CPD programme
- Monitoring the performance of the academy with particular respect to the progress and attainment of individuals and groups (including the most disadvantaged and SEN), pupil well-being and staff appraisal
- Ensuring compliance with BEST Safeguarding and HR policies, promoting well-being, equality, diversity and tolerance amongst staff and students
- Monitoring all external reports, ensuring impactful Academy Action Plans are in place

##### Overseeing the financial performance of the academy and making sure its money is well spent:

(Executive Support – Chief Finance Officer, Nafia Baust)

- Monitoring the use of resources to ensure best value, ensuring:
  - robust curriculum-led financial planning
  - effective costed staffing
  - adequate contingency and reserves – a minimum of 5% GAG funding - are available for capital expenditure and strategic planning
  - communication to Board of Trustees when there are concerns relating to the academy's financial position
- Ensuring appropriate use and probity of targeted funding, such as pupil premium and sports funding
- Maintaining a register of business and personal interests.

## Composition and nomination of the Chair

**BEST wishes the LGB to usually contain a maximum of 8 members:**

- Two Parent LGB members
- The Principal
- One staff LGB member
- A minimum of one and up to four LGB members with a particular expertise, as identified the BEST Skills Audit.<sup>13</sup>

## Appointments

The appointment of LGB members will be overseen by the COO and will require the approval of the Board.

Staff and parent members – nominations will be sought from staff and parents for those willing to serve as a member of the LGB. Elections will be held if more nominations are received than the number of vacancies.

LGB members will nominate and select their Chair for each academic year, from 1 September to 31 August for approval by the Board. The selection should take place at the last meeting of the Summer term in the preceding year or at the first meeting of the Autumn term for the current year. The Board Chair and BEST Clerk are to be notified within seven days of selection. Where there is more than one nomination for the role of Chair a secret ballot will be arranged by the minute taker, with guidance from the COO where required. The Chair should not be a staff member of the academy.

All LGB members are expected to visit the academy at pre-arranged times to take part in an agreed programme of monitoring activities and support with various academy events. Members will also be required to complete the annual skills audit and attend the Annual Governance Conference and identified Governance training opportunities.

The BEST Clerk will maintain a list of all Chairs, LGB members and their terms of office. The LGB Clerk is responsible for providing the BEST Clerk with termly updates.

## Proceedings

(Executive Support, BEST Clerk -Yvonne Humphries)

- The LGB shall meet at least six times a year.  
Dates – including times and venues - for meetings will be published at the start of each year
- 51% of the membership – to include a minimum of one who is not a parent or staff member – is required for a meeting to be quorate
- Agendas will be agreed between the Chair and the Principal and will be published at least a week in advance of each meeting. Standing items shall include:
  - apologies for absence
  - declarations of interest
  - matters arising: safeguarding and GDPR updates
  - community engagement
  - educational performance
  - financial performance
- Minutes will be taken to record the proceedings and decisions of all meetings of the Committee, including recording names of those present and in attendance and, apologies and explanation for those not able to attend. Minutes will be stored on GovHub and be monitored by the COO/DE
- LGB Chairs will provide reports and updates to the Board as required, but with a minimum annual report.

## Terms of Office

- Staff members will be appointed for a three year period
- Parent members will be appointed for a three year period
- Other members will be appointed for three year period, subject to evaluation by the LGB and Board
- No member shall serve for longer than nine years unless exceptional circumstances apply.

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<sup>13</sup> This maximum number may be flexed, through consultation with the COO to ensure the LGB possesses all the prerequisite skills.

## Evidence sources

BEST Governance Handbook  
Performance Committee Reports  
SIP and SEF documents  
Finance and Audit Reports  
Principal Academy Reports  
Policies<sup>14</sup>

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<sup>14</sup> The BEST LGB Model Document is to be trailed during the 2020-21 academic year, with a view to receiving feedback and standardising practice across BEST in 2021-2

## Appendix 13: Local Governing Bodies: Community Engagement

Local Governing Bodies should ensure effective engagement with stakeholders, as understanding the views and experiences of stakeholders is a crucial part of the governance role, rather than just relying on the reports of the Senior Leaders within the school. If governors really want to get to know their schools, it is vital that they listen to a range of voices. The governors, working with the principal, must decide which key indicators they wish to monitor and plan for the process to take place.

The principal and the staff should have trust and confidence in the governors' integrity to act in the best interests of the whole school with the pupils at its heart. Trust and confidence are developed when the governors share responsibility for the work of the school, both good and bad, and take decisions that will lead to improvement in the quality of the school's education provision and pupil performance.

The Governors might join in a subject or curriculum review where they listen to the voice of pupils. They might attend a Parents' Evening and speak with parents. However, the most frequently used method of stakeholder engagement is by conducting a survey, which is both quick and meaningful to what you are trying to find out. Bedfordshire Schools Trust (BEST) require that all Local Governing Bodies complete stakeholder surveys throughout each academic year, as stated in the Terms of Reference (Appendix 12), under Key responsibilities - Vision, ethos and strategic direction (community engagement focus). Bullet 3 states: **Regular community engagement, ensuring that systematic arrangements are in place to hear and respond to the voices of all stakeholders.**

The stakeholders (parents, pupils and staff), should each, individually, be surveyed at least once, annually. So, the minimum of three surveys in total would be carried out. The suggestion would be therefore that one a term fits this structure quite naturally.

A quick consideration guide is shown below:

- What area will we examine?
- Which stakeholder are we targeting?
- Who will collect the evidence?
- How and when will it be collected?
- How and when will it be presented to all governors?
- What evidence will demonstrate success?
- How will actions be planned, should there need to be any, after the survey?

There are many templates of questions available across the Trust and beyond to help you to carry out these surveys. Please do ask either your Principal or the Director of Education should you need a sample to guide you.

## Appendix 14: Local Governing Bodies: Safeguarding Link Governor Role

### ROLE AND RESPONSIBILITIES

- Ensure that the school is implementing the following BEST policies:
  - Child protection/safeguarding including Covid-19 addendum
  - Staff code of conduct
  - Allegations of abuse against staff
- Monitor the school's safeguarding systems and procedures
- Ensure the school has appropriate safeguarding responses to children who go missing from education
- Ensure the school has appropriate online filters and monitoring systems in place
- Make sure the school has appointed a designated safeguarding lead (DSL) who is a member of the Senior Leadership Team
- Make sure the DSL has sufficient time, resources and training to carry out their role effectively
- Make sure the DSL is receiving adequate support in terms of their wellbeing
- Make sure the school has appointed a designated (named) teacher to promote the educational achievement of looked after children, and that this person has appropriate training
- Make sure the school has appointed a designated (named) teacher to promote the mental health and wellbeing of the children
- Ensure the curriculum covers safeguarding, including online safety
- Keep up to date with statutory guidance relating to safeguarding and child protection and any advice issued by the relevant safeguarding partners
- Update the governing board on how the monitoring is going
- Make sure that checks to the single central record (SCR) are happening – to be carried out once per term as per the quality assurance calendar
- Meet regularly with the DSL to monitor that the school's policy and procedures are effective and all staff and governors have had the appropriate level of training (as applicable)
- Attend training for safeguarding link governors
- Encourage other members of the board/governing body to develop their understanding of their safeguarding responsibilities
- Have an awareness of the LADO referrals (anonymised) and understand the process followed when concerns regarding staff are raised
- Participate in the annual safeguarding audit
  
- **Not** deal with specific safeguarding incidents, but will have an awareness of safeguarding incidents (anonymised)
- **Not** produce a safeguarding report to the board as this is done by the Principal or DSL

**Safeguarding Link Governors must carry out a link governor visit each term as per the quality assurance calendar.**

## 1. Aims

At Bedfordshire Schools Trust (BEST) we are committed to ensuring equality of education and opportunity for all. We aim to develop a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and are able to participate fully in school life.

BEST and its entities aim to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 2. Statutory Responsibility

Schools and other public sector organisations have two specific duties which they must achieve to demonstrate that they are meeting their duty, they must:

- Publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty – this should be updated annually
- Prepare and publish specific and measurable equality objectives which they will pursue over the coming years to achieve the three aims – review and publish at least once every four years

Local Governing Bodies will work with the Principal to ensure that they:

- Evaluate how well the school is already achieving the three aims of the general duty across all of the protected characteristics
- Challenge gaps and prioritise these for action – in conjunction with Principal identify at least three measurable Equality Objectives to focus on over the next four years
- Ensure that the Equality Policy is implemented and monitored

Schools will have to publish their initial information and objectives, and then will need to update the information at least annually and to publish objectives at least once every four years. Accessibility planning is a statutory duty and a plan has been produced by all schools.

## 3. Roles and responsibilities

Trust Board	<p>Agree the main overarching Equality Statement</p> <p>Delegate responsibility for the implementation and monitoring of the Equality Statement to the Local Governing Body and Principal</p> <p>Receive an annual report from the Chief Operating Officer (COO)</p>
Local Governing Body	<p>Agree the school equality policy</p> <p>Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years</p> <p>Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal</p> <p>Receive updates on any issues from the Principal</p> <p>Receive a report from Principal outlining progress against the objectives</p> <p>Agree the equality plan and objectives at least once every four years</p> <p>Promote community cohesion including good relations between pupils from different races, faiths/beliefs and socio-economic backgrounds</p>

Principal	<p>Ensure that this statement is adhered to within their school</p> <p>Implement the school's equality plan</p> <p>Promote knowledge and understanding of the equality objectives amongst staff and pupils</p> <p>Monitor success in achieving the objectives and report back to governors</p> <p>Review and update, in conjunction with LGB, the equality plan and objectives at least once every four years – objectives to be published</p> <p>Publish information to demonstrate how the school is meeting the aims of the general public sector equality duty annually</p> <p>Ensure all appointment panels have due regard to this plan so that no-one is discriminated against when it comes to employment or training opportunities</p> <p>Promote equal opportunity when developing the curriculum</p> <p>Ensure all incidents of unfair treatment and bullying or discrimination, including racist incidents, are addressed with due seriousness</p> <p>Provide annual update to COO</p>
Designated member of staff for equality (in some schools this may be the Principal) [school insert]	<p>Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils</p> <p>Support the Principal in identifying any staff training needs, and deliver training as necessary</p>
All staff	<p>Expected to have regard to this document and to work to achieve the objectives</p> <p>Ensure that all pupils are treated fairly, equally and with respect</p> <p>Strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images</p> <p>Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents and report as appropriate to the designated member of staff</p>

#### 4. Monitoring arrangements

Each BEST school will set their own individual equality objectives/plan. These objectives will be agreed with the Local Governing Body.

In line with legislative requirements, progress against these objectives will be reviewed annually and published in a dedicated area of the school website. The entire plan will be reviewed on a four-year cycle.

The Trust will complete a diversity report every four years and publish this on the BEST website. The Trust will also complete a gender pay gap report annually and publish a copy on the BEST website.

Each school will make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, each school will regularly monitor the achievement by of all groups with protected characteristics to ensure that all pupils are making the best possible progress, and take appropriate action to address any gaps.

The Principal will report incidents and progress against objectives to the Local Governing Body. The Principal will provide the COO with an annual update. The COO will then report to the Board of Trustees.

## Appendix 16: Governance and Ofsted

### School Inspection Handbook

Section 5 (November 2019)

#### Governance Extracts

Paragraph	Commentary
	<b>Part 1. How Schools will be inspected - Before the Inspection</b>
	<b>Notification and Introduction</b>
51.	During the initial notification phone call, the inspection support administrator will check the number of pupils on roll at that school, the <b>governance</b> <sup>15</sup> arrangements for the school – <b>the Principal must make it clear that the school is part of a MAT with a detailed Scheme of Delegation in place</b> <sup>16</sup> – and whether the school has any special educational needs and/or disabilities (SEND) provision, nursery provision for two-and three-year-olds or additional resource provision.
53.	The inspection support administrator will also send the school a note requesting that the following information is available to inspectors by 8am the next day, at the formal start of the inspection: <ul style="list-style-type: none"> <li>Documented evidence of the work of those responsible for <b>governance</b> and their priorities, including any written scheme of delegation for an academy in a MAT – <b>the Principal must ensure that the whole inspection team has a copy of the BEST Governance Handbook and that this is used as a reference point throughout the inspection</b><sup>17</sup>.</li> </ul>
62.	It is important that inspectors speak to those responsible for leadership and <b>governance</b> during inspection. Since schools, and especially MATs, operate a wide variety of leadership and governance models, it is essential that inspectors establish who is responsible for leadership and <b>governance</b> .
	<b>Inspection planning discussion</b>
63.	The lead inspector will therefore: <ul style="list-style-type: none"> <li>establish what the <b>governance</b> structure of the school or academy is, with reference to the range of functions delegated to local governing bodies or other committees</li> <li>confirm arrangements for meetings with the school and, if appropriate, MAT executive leaders, as well as representatives of those responsible for the governance of the school and anyone else they think relevant. The lead inspector should be guided by the school here as to who they need to meet in the structure of a MAT.</li> </ul>
	<b>Part 1. How Schools will be inspected - During the Inspection</b>
	<b>Meeting those responsible for Governance</b>
107.	Inspectors will always seek to meet those responsible for governance during an inspection.
109.	In a school that is part of a MAT, the board of trustees is the <b>governance</b> body. Often, local governing bodies can appear responsible for governance, when in reality it is trustees who are accountable for the academy trust. Local governing bodies are committees to which trustees have often chosen to delegate some specific responsibilities, but in some cases they may act purely as advisory bodies and engage with the community. Their responsibilities will normally be set out in the trust's scheme of delegation. Sometimes, their powers are delegated from the managers of the MAT; in this case, they are part of the school's management, not its <b>governance</b> . Inspectors will therefore need to be careful to establish who has overall responsibility for governance. Inspectors will also ensure that meetings are with those who are directly responsible for exercising <b>governance</b> of the school and for overseeing its performance.
110.	The role that governors and trustees play in the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management, and each report will contact, if appropriate, a separate paragraph that addresses the <b>governance</b> of the school.

<sup>15</sup> Governance embolden for emphasis

<sup>16</sup> CEO insert

<sup>17</sup> CEO insert



	<b>Providing feedback</b>
118.	The on-site inspection ends with a final feedback meeting with the school. Those connected with the school who may attend include: <ul style="list-style-type: none"> <li>• for academies, including academies that are part of a MAT, the chair of the board of trustees and as many trustees as possible</li> <li>• in an academy that is part of a MAT, the CEO or their delegate or equivalent</li> </ul>
119.	During the meeting, the lead inspector will ensure that the headteacher, those responsible for <b>governance</b> and all attendees are clear: <ul style="list-style-type: none"> <li>○ about the provisional grades awarded for each key judgement</li> <li>○ about the key findings from the inspection, as summarised in the final summary evaluation card. The lead inspector must give sufficient detail to enable all attendees to understand how judgements have been reached and for those responsible for the governance of the school to play a part in beginning to plan how to tackle any areas for improvement.</li> </ul>
	<b>Part 1. How Schools will be inspected - After the Inspection</b>
	<b>Arrangements for publishing the report</b>
144.	The lead inspector is responsible for writing the inspection report and submitting the evidence to Ofsted shortly after the inspection ends. The text of the report will explain judgement and reflect the evidence. The findings in the report should be consistent with the feedback given to the school at the end of the inspection.
145.	Inspection reports will be quality assured before we send a draft copy to the school. The draft report is restricted and confidential to the relevant personnel (as determined by the school), including those responsible for <b>governance</b> , and should not be shared more widely or publishes.

	<b>Part 2. The evaluation schedule – how we will judge schools</b>
	<b>Source of evidence specific to behaviours and attitudes</b>
213.	Over the course of inspection, inspectors will carry out evidence-gathering activities. In some cases, inspectors will be able to gather this evidence as part of other activities they are carrying out. The activities include: <ul style="list-style-type: none"> <li>• other and adults, and their pride in themselves and their school</li> <li>• gathering the views of parents, staff, those with responsibility for <b>governance</b> and other stakeholders.</li> </ul>
	<b>Grade descriptors for personal development</b>
<b>Inadequate (4)</b>	Personal development is likely to be inadequate if any one of the following applies. <ul style="list-style-type: none"> <li>○ Leaders and those responsible for <b>governance</b>, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school.</li> <li>○ Leaders and those responsible for <b>governance</b> are not protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means pupils are at risk.</li> <li>○ Leaders and those responsible for <b>governance</b> are actively undermining fundamental British values and are not protecting pupils from radicalisation and extremist views.</li> </ul>
	<b>Leadership and Management</b>
229.	The leadership and management judgement is about how leaders, managers and those responsible for <b>governance</b> ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the area where inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school. Important factors include: <ul style="list-style-type: none"> <li>○ leaders' high expectations of all pupils in the school, and the extent to which these are embodied in leaders' and staffs' day-to-day interaction with pupils</li> <li>○ the extent to which leaders focus their attention on the education provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for pupils</li> </ul>

	<ul style="list-style-type: none"> <li>○ whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge over time, so that they are able to deliver better teaching for pupils</li> <li>○ the extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school</li> <li>○ whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school</li> <li>○ the extent to which leaders' and managers' high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence</li> <li>○ whether leaders and those responsible for <b>governance</b> all understand their respective roles and perform these in a way that enhances the effectiveness of the school.</li> </ul>
	<b>Governance</b>
236.	Inspectors will seek evidence of the impact of those responsible for <b>governance</b> .
237.	In a maintained school, those responsible for <b>governance</b> are the school governors. In a stand-alone academy, it is the trustees.
238.	In a MAT, the trustees are responsible for <b>governance</b> . Inspectors will ask to speak to one or more of the trustees. It may be that, on occasion, the trustees have chosen to delegate their powers to the members' of the 'academy committee' or 'local governing board' at school level. If inspectors are informed that a local governing board has delegated responsibilities, they should establish clearly which powers are with the trustees, which are with leaders of the MAT and which are with the local governing board. They should then ensure that both their inspection activities and the inspection report reflect this.
239.	Inspectors will need to bear in mind, when inspecting academies that are part of a MAT, that <b>governance</b> functions can be quite different from those in a maintained school. Some functions that a governing body in a maintained school would carry out may be done by management or executive staff in a trust. If this is the case, it will still be important for inspectors to ascertain the trust board's role in the process and how it ensures that these functions are carried out properly.
240.	The <b>governance</b> handbook <sup>92</sup> sets out the purpose of <b>governance</b> , which is to provide confident, strategic leadership, and to create robust accountability, oversight and assurance for educational and financial performance.
241.	<p>The <b>governance</b> handbook also sets out the statutory functions of all boards, no matter what type of school or how many schools they govern.</p> <p>There are three core functions:</p> <ul style="list-style-type: none"> <li>○ ensuring clarity of vision, ethos and strategic direction</li> <li>○ holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff</li> <li>○ overseeing the financial performance of the school and making sure that its money well spent, including the pupil premium.</li> </ul>
242.	Inspectors will explore how governors carry out each of these functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils.
243.	In addition, those with <b>governance</b> /oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equality Act 2010
244.	And other duties, for example in relation to the 'Prevent' duty and safeguarding
245.	Please note that, when inspectors consider whether governors are fulfilling this responsibility, they are not expected to construct or review a list of duties.
	<b>Sources of evidence specific to leadership and management</b>
275.	Evidence used to evaluate the impact of leaders' work, both currently and over time, includes, but not limited to:

	<ul style="list-style-type: none"> <li>o meetings with leaders, including MAT senior staff if appropriate, to discuss how well they know the school and the quality of education that it provides for pupils</li> <li>o meetings with those responsible for governance, as appropriate, to evaluate how well they fulfil their statutory duties, including their duties under the Equality Act and in relation to safeguarding.</li> </ul>
	<b>Grade descriptors for leadership and management</b>
277.	<p>In order for the leadership and management of the school to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.</p> <p><b>Outstanding (1)</b></p> <ul style="list-style-type: none"> <li>o The school meets <b>all</b> the criteria for good in leadership and management <b>securely</b> and <b>consistently</b>.</li> <li>o Leadership and Management are <b>exceptional</b>.</li> </ul> <p>In addition, the following apply:</p> <ul style="list-style-type: none"> <li>o Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</li> <li>o Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.</li> <li>o Staff consistently report high levels of support for well-being issues.</li> </ul>
278.	<p>In order to judge whether a school is good or requires improvement, inspectors will use a 'best-fit' approach, relying on the professional judgement of the inspection team.</p> <p><b>Good (2)</b></p> <ul style="list-style-type: none"> <li>o Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</li> <li>o Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.</li> <li>o Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.</li> <li>o Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.</li> <li>o Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.</li> <li>o Leaders protect staff from bullying and harassment.</li> <li>o Those responsible for <b>governance</b> understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</li> <li>o Those with responsibility for <b>governance</b> ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</li> <li>o The school has a culture of safeguarding that supports effective arrangements to: <b>identify</b> pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; <b>help</b> pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and <b>manage</b> safe recruitment and allegations about adults who may be a risk to pupils.</li> </ul>

# Appendix 17: The Seven Principles of Public Life

## The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of the Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

All members of the LGB should sign the ‘Seven Principles of Public Life’ declaration. A copy of this should be stored on GovHub.

- **Selflessness** - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.
- **Integrity** – Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.
- **Objectivity** – In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.
- **Accountability** – Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.
- **Openness** – Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.
- **Honesty** – Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.
- **Leadership** – Holders of public office should promote and support these principles by leadership and example.

I have received a copy of BEST’s Governance, Scheme of Delegation and Operational Structure’. I accept the conditions of being a Governor therein described and will do my very best to promote BEST and its academies at all times.

Name: .....

Signature: .....

Date: .....

### 1. Introduction

Governance is a demanding and ever more complex activity – recruiting, developing and retaining the right people to be governors is essential if we want governance to be effective.

The development of high quality governance across BEST (Bedfordshire Schools Trust) was recognised with the award of the nationally renowned Governor Mark Award in 2019 – and we are incredibly proud that BEST are the first MAT to have achieved this award. Whilst this demonstrates that there is strong and effective governance in place within BEST it is critical to ensure this is maintained and developed – central to this is ensuring high quality support is available to all those who undertake governance roles within BEST.

In this new document we are pleased to be able to set out the BEST Core Offer of support available to all those in a governance role within BEST. This extends to Local Governing Board (LGB) governors, BEST Trustees (sometimes called Directors) and BEST Members. For further information and an in depth overview of how governance works within BEST please refer to the annually updated BEST Governance Handbook: (Insert hyperlink)

<https://www.bestacademies.org.uk/site/data/files/governance/legal/55AF0CC023E073949FC07DC7CD8FE367.pdf>

It should also be recognised that BEST, with 9 schools and approximately 65-70 governors, has to ensure that the support offered is appropriate to enable governors to function effectively but it is also proportionate in terms of resource devoted to that support. All support must ensure best value and comparable to the levels of support invested in staff members.

The key driver for governance support is to enable governors to fulfil the three core functions of governance (as defined in the DfE Governance Handbook, Ofsted Framework and Academies Financial Handbook) namely:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff;
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

### 2. BEST Core Offer

The BEST Support Services team provides the following support to all governors, free at point of delivery, throughout the year and upon request. The support will be responsive and community led and as such may vary from year to year - dependent on the existing skill set of governors and emerging demands from within and beyond the Trust.

**Governance Handbook** – the Handbook is a key resource to provide support including model terms of reference, clarification of roles and responsibilities, a clear Scheme of Delegation, policy schedule, model terms of reference, a Quality Assurance Calendar, a Code of Conduct and Website Compliance checklist

**Governor Advice Line** (p44 of Handbook) – access to ongoing support from Dr Alan Lee, CEO and National Leader of Education (NLE) for Members and Trustees or Craig Smith, COO and National Leader of Governance (NLG) for LGB members

- Contact details : seek further support where necessary from the BEST's Governor Advice line accessed via the CEO, Dr. Alan Lee, [alee@bestacademies.org.uk](mailto:alee@bestacademies.org.uk) or 07984 404578 (for Members and Trustees) or Craig Smith, [csmith@bestacademies.org.uk](mailto:csmith@bestacademies.org.uk) or 07429 206091 (for LGB members).

**Termly Governor Newsletter** – a termly newsletter to provide updates on all governance activity, aimed at ensuring all governors can see wider governance practice across the LGBs and at Trust Board/Member level

**Support for Chairs** – bespoke tailored support for all Chairs within BEST, be that a new first time Chair or experienced Chairs managing specific issues.

**Annual Governor Conference** – a key, high profile event to share importance governance issues, celebrate successes and listen to governors. Now established in the annual cycle with high quality inputs and impressive attendance levels.

**Annual Skills Audit** – sharing of a Skills Audit to enable an annual audit of skills level and recognised need within each LGB or Trust Board. This supports reflective practice and an honest consideration of future support needs for the governing body group.

**Governor Recruitment** – any LGB seeking to recruit new members can request support; this support will be bespoke and may come in many forms such as advice, marketing materials, advocating on behalf of the LGB, help with shortlisting and interviewing etc.

**Bespoke training** – the Annual Skills Audit feeds into a bespoke programme of governor training – picking up on the key issues emerging for the audits and relating them to the three core functions of governance. These courses will be provided by BEST, will be academy/BEST specific and tailored to meet the identified need in BEST. They will be delivered by appropriately trained experts.

**BEST specific Induction** – new LGB members receive support and induction at LGB level (the support varies from LGB to LGB) but the Trust will develop induction support to new LGBs members such as an Induction to BEST session or Trustee attendance at an LGB (depending on demand and numbers)

**Support to address statutory duties** – governors need awareness of statutory responsibilities such as Public Sector Equality Duty/Equality and Diversity, Safeguarding, SEND, Health and Safety, GDPR, etc. Support is provided in a variety of ways including Central Services support and online packages.

**Chair of Governors Group** – this new and emerging group has been established to support Chairs in their key role and share best practice across all aspects of governance within BEST. It is also anticipated that the group will support efficiency activity e.g. sharing key materials, supporting each other etc.

**GovernorHub** – online storage and communication portal to manage governor business and communications, used Trust wide for all governance activity

**Clerk support** – each LGB recruits its own Clerk but support is offered from BEST where appropriate and upon request

**Ofsted inspection support** – the approach to Ofsted Inspections is to ensure governance is considered in a Trust perspective i.e. how the LGB (as a sub group of the Trust Board) and Trust work together to ensure effective governance is in place. This includes COO/NLG attendance at the appropriate meeting during the inspection process

**External Support** – via professional contacts or membership BEST has access to external advice and expertise such as Forum Strategy/Michael Pain, Confederation of Schools Trusts(CST)/Leora Cruddas, NGA/Emma Knights

### 3. Additional Sources of Support

Whilst the BEST Core Offer should meet high level need it may well be that additional support is identified and required at an individual board level (Members, Trust Board, individual academy LGB). Once identified the individual board should consider how best this need might be met – that could include a discussion with the BEST Central Services team (including the School Improvement and Teaching School elements) or could be from another governance board within BEST – increasingly LGB to LGB support is expected to become a preferred model of support given the developing expertise within BEST, perhaps facilitated and encouraged by the new Chairs group. However there should also be a consideration of the additional support that governors can access from outside of BEST. Below is a list of the more prominent sources of support but is not an exhaustive list:

**National Governance Association (NGA)** <https://www.nga.org.uk/Home.aspx> – the national membership association for school governance. Much support (including a number of model documents, templates, policies) is available online and free to access but there are also membership options to consider

**The Key for Governors** <https://schoolgovernors.thekeysupport.com/> – an off shoot for The Key for School Leaders, comprehensive website for support, again some free to access and membership options

**Central Bedfordshire Council Governor Training Package**

<https://centralbedfordshire.app.box.com/s/r4bm8sd28qpb7yftx1tcu7c8kgqidma2> - a comprehensive package of training, including induction training, open to all schools. As such some courses will not be directly relevant to academies. Governors can sign up to individual courses or an unlimited use annual subscription.

**Inspiring Governance** <https://www.inspiringgovernance.org/> – DfE funded governor recruitment website and support organisation

**Various Websites** – to name a few

<https://www.moderngovernor.com> – interactive online e-learning modules, subscription based

<https://www.governorsforschools.org.uk> - recruiting governors

<https://www.theschoolbus.net/home> - subscription based advice and guidance service for schools

<https://www.academyambassadors.org> – recruiting governors for academies

<http://www.thegovernor.org.uk> – free advice and support for governors

## Appendix 19: BEST Strategic Plan – Overview - 2016 – 2023

Year	Ensuring clarity of vision, ethos and strategic direction	Holding executive leaders to account for educational performance	Overseeing financial performance and making sure money is well spent
<b>2016-17</b>	<b>BEMAT becomes BEST.</b> Etonbury Academy Phase 1 new build is completed.	2 successful Ofsted inspections; 1 school gained R/I inspection. 34 of 40 50 <sup>th</sup> percentile targets achieved	Support from reserves required, in response to significant funding cuts. Curriculum and staffing efficiencies. Curriculum reviews, financial planning metrics and benchmarking.
<b>2017-18</b>	ETA new build is completed Arlesey Nursery is opened. SCA joins BEST. Central Services Review, greater focus on SI.	3 successful Ofsted inspections; 1 RI inspection. 46 of 49 50 <sup>th</sup> percentile targets achieved. 2 successful Ofsted inspection.	Reserves used to support ETA staff expansion and first year of SCA deficit recovery plan. All schools ended the year with better balances than budgeted. Reserves increased slightly. Bedfordshire East Schools Trust/Nursery accounts brought up to the required standard. School Condition and Devolved Formula Capital allocations methodology implemented
<b>2018-19</b>	ETA becomes a fully extended-Secondary school. LA joins BEST. 45% of central funds allocated for school improvement. Bedfordshire East Schools Trust fully integrated into BEST. Embed Compliance activity/QA calendar. First Governor Conference and concept of 'governance roles' developed. Gain National Governance Mark. ICT contract renewal reduced cost to all schools. Other contracts and SLAs reviewed.	All Ofsted inspections achieve a minimum Good grade. All 50 <sup>th</sup> percentile targets hit, in all schools. Re-designation of BEST Teaching School. BEST TS gains Appropriate Body status.	Schools set balanced budgets except for SCA but their deficit recovery is underway. Central finance team covered for absent local finance staff. Finance function strengthened further by 4 new qualified/skilled finance assistants. Ongoing training for all finance staff in place. Further optimisation of systems and processes. Continue to build up reserves to improve resilience against further funding cuts.
<b>2019-20</b>	PBA opens. Langford Village Nursey (LVN) opens. Develop community engagement approach to Marketing and Comms. Plans in place for 2 tier move.	All Ofsted inspections achieve a minimum Good grade. All 50 <sup>th</sup> percentile targets hit, in all schools.	Financial modelling to establish level of risk and potential mitigation in plan for 2 tier move. SCA deficit recovery plan complete. Pix Brook financial planning for the DfE. Additional work from LVA absorbed at no extra cost by finance team. Nursery systems updated to accommodate growth, improve accuracy, reduce processing time and provide more professional interface with customers. Build reserves further.



<b>2020-21</b>	AN Other school joins BEST. AN Other Nursey is opened. Final year of 3 year Capital and Estates SCA programme – new Conditions Surveys and review of onward priorities. Plans in place for 2 tier move.	All Ofsted inspections achieve a minimum Good grade. All 50 <sup>th</sup> percentile targets hit, in all schools.	Greater economies of scale realised from growth of BEST. Schools complete restructuring to ensure future sustainability. Reserves increased to a level that will provide a reservoir of funds for initiatives and projects. Review and benchmark auditor services. Produce more of the financial statements in house to keep audit costs down. Maintain balanced budgets with contingency line reinstated. Review central staffing levels and workflow to ensure quality of delivery is still high but also achieving better value as the trust grows.
<b>2021-22</b>	Intensify change to 2 tier preparations. Details to be confirmed.	All Ofsted inspections achieve a minimum Good grade. All 50 <sup>th</sup> percentile targets hit, in all schools.	Continue efficient budgeting and achieve target level of reserves set in policy. Review systems to ensure compatibility with the 2 tier structure. Create designated revenue and capital funds as a contingency in case of a shortfall in the local authority funds provided for transition to 2 tier. All schools contributing at least 5% of their GAG income to the pooled reserves.
<b>2022-23</b>	State of readiness for 2 tier change. Details to be confirmed.	All Ofsted inspections achieve a minimum Good grade. All 50 <sup>th</sup> percentile targets hit, in all schools.	Add further to designated 2 tier contingency funds. Support the schools with financial planning for budgeting and monitoring efficiently for their new primary/secondary structure. Continue strengthening viability of individual schools.
<b>Summary 2018-23</b>	<b>BEST comprises: 10 schools; 3 nurseries; 1 teaching school; 1 SCITT, with high quality and efficient central service provision. A Primary-Secondary – 2 tier – structure is in place.</b>	<b>All Ofsted inspections achieve a minimum Good grade, with outcomes in every school/nursery above the 50<sup>th</sup> percentile.</b>	<b>Financial sustainability, with clean annual audits each year</b> <b>Ensure accurate assumptions for budgeting to maximise funds for curriculum delivery</b> <b>Sufficient reserves to support 2 tier changes and school improvement initiative/projects</b>

## Appendix 20: Bedfordshire Schools Trust: Ofsted Inspections

Academy name	Opening date as an academy <sup>1</sup>	Date joined BEMAT/BEST*	Date of Previous inspection	Previous inspection judgement	Most recent inspection date	Most recent inspection grade	Next inspection due (approximate)
Campton Academy <sup>2</sup>	TBC	TBC	-	-	Previous judgements n/a once academy converter (Outstanding Jan 2010)		Potentially by Autumn Term 2023 (within 3 years of becoming an academy)
Etonbury Academy	1 <sup>st</sup> Nov 2011	1 <sup>st</sup> Nov 2011	16 <sup>th</sup> Nov 2017	Requires Improvement	11 <sup>th</sup> -12 <sup>th</sup> Feb 2020	Good	Feb 2024
Gothic Mede Academy	1 <sup>st</sup> Nov 2013	1 <sup>st</sup> Nov 2013	16 <sup>th</sup> – 17 <sup>th</sup> June 2011	Good	27 <sup>th</sup> – 28 <sup>th</sup> June 2017	Good	June 2021
Gravenhurst Academy	1 <sup>st</sup> Sept 2013	1 <sup>st</sup> Sept 2013	9 <sup>th</sup> Oct 2007	Good	7 <sup>th</sup> – 8 <sup>th</sup> March 2011	Outstanding	Inspection due anytime
Langford Village Academy	1 <sup>st</sup> June 2014	1 <sup>st</sup> June 2014	13 <sup>th</sup> – 14 <sup>th</sup> Nov 2013 (Section 8 16 <sup>th</sup> Jan 2014)	Requires Improvement	3 <sup>rd</sup> – 4 <sup>th</sup> May 2017	Good	May 2021
Lawnside Academy	1 <sup>st</sup> Jan 2019	1 <sup>st</sup> Jan 2019	-	-	Previous judgements now n/a as academy converter		Potentially by Jan 2022 (within 3 years of becoming an academy)
Pix Brook Academy	1 <sup>st</sup> Sept 2019	1 <sup>st</sup> Sept 2019	New Free School	N/A	N/A	N/A	By Sept 2022 (within first 3 years of opening)
Robert Bloomfield Academy	1 <sup>st</sup> May 2011	1 <sup>st</sup> May 2011	15 <sup>th</sup> May 2008	Outstanding	25 <sup>th</sup> – 26 <sup>th</sup> June 2014	Outstanding	Inspection due anytime

<sup>1</sup> Dates obtained from [www.get-information-schools.service.gov.uk](http://www.get-information-schools.service.gov.uk)

<sup>2</sup> Campton Lower School are due to convert to an Academy and join BEST in Autumn Term 2020

Samuel Whitbread Academy	1 <sup>st</sup> March 2012	1 <sup>st</sup> March 2012	15 <sup>th</sup> – 16 <sup>th</sup> May 2014	Good	31 <sup>st</sup> Oct -1 <sup>st</sup> Nov 2017	Good	Oct/Nov 2021
St Christophers Academy	1st April 2012	1 <sup>st</sup> Sept 2017	9 <sup>th</sup> Feb 2016	Good	26 <sup>th</sup> -27 <sup>th</sup> Sept 2019	Good (Section 8 inspection)	Potentially Sept 2021 (Section 8 undertaken, if evidence is obtained by Ofsted that school has improved or declined, a Section 5 can be carried out within 1-2 years of Section 8)
BEST Nursery - Shefford	N/A		11 <sup>th</sup> April 2012	Outstanding	5 <sup>th</sup> May 2016	Outstanding	May 2020
BEST Nursery - Arlesey	N/A		10 <sup>th</sup> Dec 2012	Good	27 <sup>th</sup> June 2018	Good	June 2022