



TALL OAKS ACADEMY TRUST BOARD GOVERNANCE IMPACT STATEMENT: ACADEMIC YEAR 2020/21

CORE FUNCTION 1: To ensure clarity of vision, ethos and strategic direction	
The impact we have made	The activities and actions we have undertaken to secure impact
We have worked to ensure that the Trust has a clear and appropriate strategic direction to guide its use of resources and to support effective decision making.	<ul style="list-style-type: none"> • Strategic priorities for 20/21 developed in partnership with the executive leadership team putting a 5-year Trust Development plan in place which is monitored by Trustees. • Individual Academy school development plans. CEO quality assures internal judgements and LGBs to monitor the SDPs & SEF.
We have worked to ensure that the Trust as a whole, and its individual schools, have clarity about the culture, values and ethos that the trust aims to promote.	<ul style="list-style-type: none"> • Values statement re affirmed and CEO charged with ensuring that all schools are clear how their work needs to demonstrate these. • Trust values apply to all three schools and are firmly embedded across all stakeholders.

	<ul style="list-style-type: none"> Each school has its own vision and mission statement, which reflects its identity.
We have worked to ensure that the Trust collaborates effectively with stakeholders and with partners.	<ul style="list-style-type: none"> Development of Strategic Priorities has involved input from stakeholders. Executive Head reports to the Trust board on collaboration with local schools, local authority and the RSC to develop school improvement and school to school support. Whole Trust staff wellbeing and workload survey analysed and fed back to both Local Governing bodies and Trustees. Development and implementation of parent and pupil surveys incorporated into strategic priorities for 20/21.
We have worked to ensure that the Trust manage risk well so that it can achieve its vision, mission and strategic priorities.	<ul style="list-style-type: none"> Revised Risk Register is concise and entails the top ten current risks with mitigation and management strategies. Trustees provide input into risk identification and required management responses. Risk Management has been a focus of internal audit processes. Risk management monitored by Trust Board.

CORE FUNCTION 2: To hold the Trusts executive leadership to account for the educational performance of the school and its pupils, and the performance management of staff.	
What we have done	The activities and actions we have undertaken to secure impact
We have worked to ensure that the quality of education that the trust schools provide is of a very high quality.	<ul style="list-style-type: none"> School monitoring summaries available for Trustee review and also external peer reviews report. Executive Head data report outlines statutory data throughout the year. At LGB level an experienced curriculum governor attends Deep Dive feedback sessions and their role within meetings is to support and challenge.

	<ul style="list-style-type: none"> • SEF judgements are quality assured three times a year with chair of the governing body present. • Remote education provision has been Audited using the DFE tool and has been scrutinised by governors and Trustees.
We have worked to ensure that the safeguarding provision for pupils in each of the Trust's schools is both fully compliant and benchmarks with recognised best practice.	<ul style="list-style-type: none"> • Safeguarding/ SCR Audits carried out by Trust Central Team and Safeguarding Governors. • On each LGB a Safeguarding governor has been appointed with clear roles and responsibilities defined. • Safeguarding is reported to Trustees six times a year.
We have worked to ensure that the arrangements for the management of the performance of staff (including the CEO) is of a high quality.	<ul style="list-style-type: none"> • Approach taken to performance manage Trust staff monitored. • Staff appraisal policy ratified by governors when updated (annually) • All staff pay proposals are ratified by governors at the first trustee's' meeting in October. • An experienced, external reviewer is appointed to perform the CEO/Exec-Head teacher performance management process, alongside a panel of trustees.

CORE FUNCTION 3: To oversee the financial performance of the school and make sure its money is well spent.

What we have done	The activities and actions we have undertaken to secure impact
We have worked to ensure that the financial resources available to the Trust are maximised and that they are spent well.	<ul style="list-style-type: none">• Finance Risks are reported on the Trust Risk Register and reviewed regularly.• Financial monitoring of school and Trust budgets occurs monthly and reports are uploaded onto Teams file for Trustees to scrutinise.• Budget scrutinised and reserves policy developed.• Schools Resource Manager action plan from 2019/20 was successful in building up levels of reserves within the Trust and making cost efficiencies.• SRMA Audit for 2020/21 completed and further cost efficiencies and financial effectiveness to be developed.
We have worked to ensure that the management of financial resources is fully compliant with regulation.	<ul style="list-style-type: none">• Internal and external Audit function in place and reports presented to Trustees for monitoring and scrutiny.• Finance and Audit committee set up in line with the Academy Trust Handbook regulations.
We have worked to ensure that the Trust has a strategic approach to finance so that it is not only viable into the future but is able to expand should this be something it decides to do	<ul style="list-style-type: none">• Strategic financial modelling undertaken and scrutinised.

ADDITIONAL FUNCTION 1: Acting as a good employer	
What we have done	The activities and actions we have undertaken to secure impact
We have worked to ensure that the staff who work for the Trust are valued and developed so that they are able to deliver the very best education for pupils.	<ul style="list-style-type: none"> • Staff workload and wellbeing survey findings acted upon and a repeat survey scheduled for November 2021. • Workload and Wellbeing charter in place and further developed to benefit all Trust employees. • The Trust has worked with Colleague box, Perk box as well as offering all employees wellbeing time. • The Trust has operated flexible working, eg. working from home and remote work during the past year.

ADDITIONAL FUNCTION 2: Stewardship of the Trust's building and other assets	
What we have done	The activities and actions we have undertaken to secure impact
We have worked to ensure that the conditions of buildings and securing resources to ensure that they are fit for purpose and provide high quality environments for pupils.	<ul style="list-style-type: none"> • The Trust has a comprehensive Risk Assessments in place. • The Trust has submitted four successful CIF bids to develop fencing, water systems and pipework. • The Trust has a dedicated Premises and H & S Manager who reports at LGB level.

ADDITIONAL FUNCTION 3: Ensuring compliance with the law and with regulation	
What we have done	The activities and actions we have undertaken to secure impact
We have worked to ensure that policy is developed and implementation monitored.	<ul style="list-style-type: none"> • The CEO takes responsibility for the development of all Trust policies. • Implementation is monitored by the leadership teams within schools and this is then reported to the LGBs and trustee's meeting.

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| | <ul style="list-style-type: none">• Statutory policies are ratified by trustees. |
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ADDITIONAL FUNCTION 4: Securing and maintaining strong governance structures and processes

What we have done	The activities and actions we have undertaken to secure impact
We have worked to ensure that the trust has strong teams of people who undertake governance functions:	<ul style="list-style-type: none">• We have secured and stabilised our Governing Bodies and Trustees.• We have reviewed our Scheme of Delegation so there is clarity re the roles of each layer of governance.• Introduction of Trustee Development Days and governors have been involved in monitoring and evaluation and internal judgements of the schools.
We have worked to ensure that governance structures and processes are effective and efficient:	<ul style="list-style-type: none">• We have ongoing work with SWestaway NLG. His initial action plan has been fully implemented and full governance review scheduled for November 2021.