

TRUST GOVERNANCE GUIDANCE

Guidance for Trust Leaders, Governance Professionals, Directors/Trustees and Members of Multi Academy Trusts

June 2024

- This guidance is aimed at those involved in supporting the governance of multi academy trusts (MATs) which include one or more Church of England (CE) schools in the Diocese of York.
- The YDBE and DYET are committed to working in partnership with MATs to ensure that CE schools are inclusive places of distinctive excellence, where all are valued as individuals and as God's children.
- The purpose of this guidance is to help those involved in supporting the governance to fulfil their role in relation to CE schools within their MAT, and to give the YDBE and DYET the assurances they need that the CE foundation of those schools continues to be preserved and developed.

Thank you for the support you provide to the children and adults in schools across the Diocese and beyond.

Should you have any queries about this guidance or need to contact anyone in connection with its contents, please email education.governance@yorkdiocese.org.

We very much welcome feedback on our guidance and will take this into account in producing future versions.

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SECTION 1 – Introduction to the Diocese’s role in academies

A. Role of the York Diocesan Board of Education

1. The York Diocesan Board of Education (YDBE) has statutory responsibilities in relation to Church of England (CE) schools in the Diocese of York. That responsibility stems from the Diocesan Boards of Education Measure 2021 and applies whether the school is a maintained school or an academy.

In carrying out its responsibilities, the YDBE is guided by its vision:

The vision of the YDBE seeks to build flourishing communities in its schools, parishes and homes where every child, young person and those who care for them has a transforming encounter with the Christian faith and the person of Jesus Christ.

In the school context, it seeks to create flourishing Church school communities committed to providing education of the highest quality that is deeply Christian and seeks to serve the common good for their own locality.

2. In furtherance of its vision, the YDBE seeks to support schools and trusts, and those serving in governance roles in them, through the provision of support and guidance. This is supplemented by appropriate monitoring.
3. The YDBE's Education Team helps the YDBE in carrying out its role. This includes the continued support provided to schools and those who support them under the YDBE's Service Level Agreement. The YDBE Education Team can provide support in a number of areas including:

CE school distinctiveness – Religious Education – Collective Worship – CE school effectiveness – CE school governance & collaborative structures – Appointment & appraisal of headteachers – School buildings¹

B. The YDBE, DYET and multi-academy trusts

4. The [YDBE's academisation strategy](#) aims to enable CE schools to become academies in structures that work best for them, either where those schools have considered it in their best interests to become academies or where those schools have received a Directive Academy Order. The YDBE has worked with stakeholders to develop structures which enable CE and non-CE schools to collaborate within “mixed” MATs.
5. The YDBE can only give its consent for CE schools to apply to become an academy where the YDBE is satisfied that appropriate protections are in place to secure the CE foundation of the school for the future. This protection comes from certain provisions in the legal and governance documentation, and from key appointments within the governance structures. These protections will only be effective if those involved in governance are aware of them and operating in accordance with them; and if the technical protections are supported by a clear governance accountability framework.
6. The Diocese has established The Diocese of York Educational Trust (DYET), a charitable company limited by guarantee, which helps to support the YDBE's work in relation to academies. DYET is a corporate Member of every MAT which includes a CE school in the Diocese. In a system of a notable number of mixed MATs, DYET's corporate Member role is seen as essential to embed a permanent and consistent Foundation presence within every MAT. You can find out more about DYET [here](#).

¹ Further information can be found on our [Meet the Education Team webpage](#).

SECTION 2 – Introduction to Academy Trust governance roles

1. A multi academy trust (**MAT**) is a charitable company limited by guarantee which is responsible for the operation of multiple academies.
2. The MAT's governance is supported by Members, Directors/Trustees and those who serve on local governing bodies (**LGBs**), with support from the Trust's leaders and Governance Professional. A brief introduction to the tiers of governance is below, however for further information please see e.g. [The Department for Education's Academy Trust Governance Guide](#) and [The Charity Commission's website](#).

A. Members

3. A Member's legal role is often likened to that of shareholders in a corporate company, however in the MAT context Members do not hold shares and are not eligible to participate in any profit.² In general, Members' liability is capped at £10 under their guarantee.
4. The role is more "hands off" than that of a Director/Trustee.³ The Department for Education's (**DfE**) Academy Trust Governance Guide states as follows: *"It is important that members' do not undertake the trustees' role. However, they will need to assure themselves that the governance of the trust is effective and that trustees are acting in accordance with the trust's charitable objects."*
5. Members have certain oversight powers, for example in relation to amending the MAT's constitutional documents and appointing and removing Directors/Trustees. Members attend the Trust's Annual General Meeting (**AGM**) to receive the MAT's annual report and financial statements and to appoint/remove the MAT's auditors.

B. Directors/Trustees

6. The MAT's Board of Directors/Trustees (**Board**) is entrusted with directing the company's operations and is responsible for making key strategic decisions. Those serving on the Board are both company directors and charity trustees, and so should be familiar with the duties placed upon those fulfilling these roles. The Board is the legal governing body of the MAT.
7. The DfE's Academy Trust Governance Guide states as follows: *"The [MAT] is a legal entity and is the employer of any central or academy staff, and has responsibility for the health and safety of those staff, its pupils and any visitors. The [MAT Board] has collective accountability and responsibility for the [MAT] on behalf of the members...The [Board] can delegate most operational matters. It can also delegate aspects of decision-making to a committee, but it cannot delegate responsibility and **must** retain overall control."*

² There are also significant restrictions on Members in their dealings with the MAT company aimed at ensuring that Members do not profit from their involvement e.g. in relation to the supply and receipt of goods and services.

³ It is important that Members do not overstep the mark and act as if they were a Director/Trustee, as this could open up potential liabilities (as a shadow director/de facto trustee).

C. Local Governors

8. Whilst the Board is responsible for overseeing all the academies within the MAT, in general individual academies will also have a Local Governing Body (**LGB**) with a specific remit both to advise the Board in respect of their academy and to take on responsibility for decision making and oversight of specific areas relating to their academy. Legally the LGB is a committee of the Board.
9. The role of the LGB is different to the role of the Governing Body of a maintained school, and indeed the role of the LGB will look different in different MATs due to the different delegations that are put in place between the MAT Board and the LGB within the MAT's Scheme of Delegation.

D. Foundation roles

10. In a MAT that includes a Church school in the Diocese of York, foundation appointments linked to the Church of England will be secured at all levels of governance. Whilst Church school oversight is a collective responsibility, as well as having the same role as any other Member, Director/Trustee/Local Governor (as applicable), those appointed to foundation roles have a special responsibility to use their roles to ensure that the Church school foundation of CE schools is preserved and developed, in line with the YDBE's vision, the Church of England Vision for Education and the legal framework.
11. The CE ethos and foundation should be preserved and developed at local level, led by the headteacher/principal and other school leaders in partnership with the Diocese and parish. In general, the support and oversight of Church school effectiveness should also take place at local level, and we would recommend a high level of delegation to LGBs in relation to Church school matters. Detailed guidance on the role of a Foundation Local Governor can be found [here](#).
7. Those fulfilling foundation roles should seek to do the following, in a way appropriate to their particular governance role:
 - ✓ Understand and articulate the role of the Church of England in the MAT and the importance of the distinctively Christian character of the CE schools within it; encourage and focus debate in key areas (including Christian vision and values, Collective Worship and Religious Education); and help to secure that the CE schools within the MAT thrive as such.
 - ✓ Support the rest of the Members, MAT Board members or members of the LGB (as applicable) in ensuring that the MAT's Object in relation to the CE school(s) is/are being upheld and that the other requirements within the associated requirements relating to how the CE school(s) must operate are being met.
 - ✓ Ensure that the Members, MAT Board or LGB (as applicable) gets sufficient information and advice from leaders and lower tiers of governance about the operation of schools as CE schools, to enable their fellow Members, Directors/Trustees or Local Governors (as applicable) to make informed decisions and keep any delegations under review.
 - ✓ Provide an essential link with the YDBE and those that appoint them.
 - ✓ Ensure familiarity with the relevant guidance and access YDBE training on their role.
8. It is important that those fulfilling foundation roles attend meetings wherever possible. If exceptionally a Member cannot attend in person, they can – and should – appoint a person to act as their proxy at a Members' meeting in accordance with the Articles of Association. Please contact the Education team to discuss an appropriate proxy. If it is not possible to appoint a proxy, Members should feed in any comments/views on the matters to be discussed to the Chair ahead of the meeting.

SECTION 3 – Trust level governance appointment processes

A. Member appointments - overview

1. The composition of Members differs between MATs. The membership will include a combination of corporate members (including the Diocese of York Educational Trust (**DYET**)) and individual appointments. The composition and how appointments are to be made is specified in the MAT's Memorandum and Articles of Association. The Articles will generally⁴ be supplemented by a Church School Oversight Agreement (**CSOA**)/similar and any such supplemental agreement should be checked before an appointment is made.
2. Subscribers to the Memorandum of Association become Members at the time of incorporation of the MAT.⁵ Subsequent Members are appointed in accordance with the requirements in the Articles and must give their consent to become a Member by signing the MAT's agreed form of Member consent, or by signing the MAT's Register of Members.
3. MAT employees cannot be Members and the majority of Members should be independent of the Board. (In practice, the Chair of the Board is usually the only Director/Trustee that might also serve as a Member).

B. Director appointments - overview

4. The Board's composition differs between MATs. The MAT's Articles will detail the composition of the Board and how Directors/Trustees are to be appointed. The Articles will generally be supplemented by a CSOA/similar and any such supplemental agreement should be checked before an appointment is made.
5. The Board will include:⁶

Member Directors/Trustees	Appointed
	<ul style="list-style-type: none">• Member Appointed Directors/Trustees will make up the majority of appointments.
Foundation Directors/Trustees	<ul style="list-style-type: none">• At least one individual appointed by DYET/YDBE/other Church individuals or bodies• In a MAT that partners with multiple Dioceses/that includes a joint Anglican-Methodist school/another Foundation body, there may also be the ability for the appropriate body to make an appointment.
Co-opted Directors/Trustees (<i>in some MATs</i>)	<ul style="list-style-type: none">• Appointed by some/all of the Board of Directors/Trustees• May require YDBE/DYET consent

⁴ Some MATs on very old Articles may not have such an agreement.

⁵ They give their consent by signing the Memorandum of Association.

⁶ The Chief Executive/Executive Principal may also be a Director/Trustee (although this is becoming less common).

C. Member Appointed Directors/Trustees and Members

6. Further guidance in relation to all appointments can be found below.
7. It is important that the Members confirm the appointment in line with the Articles and company law rules. There is often a misconception that it is necessary to wait until an Annual General Meeting, or call an extraordinary general meeting of Members, for Members to appoint a Director/Trustee or a Member. It is, however, possible to do this by written resolution. Where this mechanism is to be used, there should be the opportunity for Members to discuss the proposal with the other Members (e.g. by email) prior to confirming their consent to the appointment being made.
8. Whilst the appointment of Member Appointed Directors/Trustees and Members is, by definition, the preserve of the Members,⁷ often proposals come from the MAT Board. Members should be encouraged to properly scrutinise potential Directors/Trustees and Members prior to their appointment.

D. Appointment of Co-opted Directors/Trustees

9. Further guidance in relation to all appointments can be found below.
10. Co-opted Directors/Trustees (where permitted under the MAT's Articles) are appointed by some/all of the existing Directors/Trustees. Prior to co-opting any Directors/Trustees, MATs must check their Articles and any CSOA/similar: please note that co-options will frequently require YDBE/DYET consent.
11. In general, the YDBE discourages Co-opted appointments, as it could serve to dilute Member oversight. However, depending on the way a MAT's Articles are drafted (e.g. where there is a low cap on Member appointed Directors/Trustees), Co-opted appointments may be necessary to plug skills gaps.
12. Before providing its consent to a Co-opted Director/Trustee appointment, YDBE/DYET will require confirmation that the Board of Directors/Trustees has approved the appointment, subject to that consent, and will need to see a copy of the MAT's application form. Further assurances may be sought where this is felt necessary.

E. Foundation Appointments

13. The number of Foundation governance appointments made in MATs will depend on the types of Church school within them. Please see the [YDBE's academisation strategy](#) for further information. For details of the responsibilities of those serving in Foundation roles, please see section 2.

(a) Foundation Member appointments

14. The Diocese has established The Diocese of York Educational Trust (DYET), a charitable company limited by guarantee, which helps to support the YDBE's work in relation to academies. DYET is a corporate Member of every MAT which includes a CE school in the Diocese. In a system of a notable number of mixed MATs, DYET's corporate Member role is seen as essential to embed a permanent and consistent Foundation presence within every MAT. You can find out more about DYET [here](#).

⁷ The process for appointment is subject to any specific agreements that are in place in respect of a particular MAT.

15. As DYET serves as a member in its corporate capacity, it appoints a representative to “speak” for it at Members meetings (**Member Representative**).⁸ The nominated Member Representative (or an alternative individual e.g. the Chair of DYET’s board of directors) may also be permitted to represent DYET more generally vis-à-vis the MAT. The scope of this permission will depend on how much authority DYET delegates from time to time. Those serving in this role should be aware of the extent of the delegations in place. The Member Representative will need to provide updates to DYET in relation to the MAT and on actions taken in its name.
16. In a number of MATs, DYET (or another individual/body linked to the Church of England) also appoints one or more individuals to be a Member. Appointing individuals/bodies are, subject to any specific requirements in the Articles or CSOA/similar, entitled to appoint individuals of their choosing to these roles, without recourse to the MAT or the YDBE. However, the YDBE/DYET will generally make appointments in consultation with the MAT and would encourage other appointing individuals/bodies to do the same.
17. Guidance on the YDBE’s process for Foundation Member appointments which are to be made by YDBE/DYET can be found [here](#). The YDBE encourages other bodies/individuals linked to the Church of England that are responsible for the appointment of Foundation Members to do so in light of the YDBE’s appointment guidance and to consider using the YDBE’s application form.

(b) Appointment of Foundation Directors/Trustees

18. In all MATs, DYET (and potentially other individuals/bodies linked to the Church of England) can appoint one or more individuals to be a Director/Trustee.
19. Appointing individuals/bodies are, subject to any specific requirements in the Articles or CSOA/similar, entitled to appoint individuals of their choosing to these roles, without recourse to the MAT or the YDBE. However, the YDBE/DYET will generally make appointments in consultation with the MAT and would encourage other appointing individuals/bodies to do the same.
20. Guidance on the YDBE’s process for Foundation Director/Trustee appointments which are to be made by YDBE/DYET can be found [here](#). The YDBE would encourage other bodies/individuals linked to the Church of England that are responsible for the appointment of Foundation Directors/Trustees to do so in light of the YDBE’s appointment guidance and to consider using the YDBE’s application form.

(c) Sourcing individuals to take on Foundation roles

21. For many YDBE/DYET appointments, the YDBE/DYET will request the support of the MAT in identifying suitable candidates and seek a recommendation from them. In such cases, the MAT is asked to work with their partners, harnessing the support of their Church schools and their local Church links as appropriate, to identify suitable individuals, and to test out their suitability for the role through discussion.

⁸ The Articles will include a provision enabling a Member that is an organisation to authorise an individual to act as their representative at any Members’ meeting (Annual General Meeting/Extraordinary General Meeting). At any such meeting, that representative shall be entitled to exercise the same powers on behalf of that Member organisation as that Member organisation could exercise if it was an individual Member of the MAT.

MAT appointments – General guidance

MATs should have clear processes for identifying, appointing and onboarding Members and Directors/Trustees. Some considerations are set out below.

Sourcing candidates

MATs need to consider how best to attract the right people. This should include:

- Advertising vacancies.
- Contacting agencies which help schools/MATs find people to join their boards.
- Targeting organisations who might be able to identify a diverse range of individuals.

It is important that a diverse and effective Membership and Director/Trustee Board is maintained. A number of MATs find it useful to set up a search and recommendation panel to aid this process.

Application form

The application forms used by the MAT for appointments made by the Members or Directors/Trustees should ensure that questions are asked in Church school specific areas, including:

- Confirmation that they have read and understood this guidance.
- Details of any Church affiliations/connections.
- Commitment to upholding the Christian ethos of the CE academies in the MAT and helping to secure, preserve and develop their Christian character).
- Commitment to undertaking any training necessary to fulfil the role, and a commitment to promptly complete the YDBE's introductory governance training promptly on appointment.

The YDBE would also recommend that MATs include a question seeking details of any connection/previous connection with the MAT/academies in the MAT.

Exploring suitability

Those proposing and appointing/co-opting Members or Directors/Trustees should ensure that they have sufficient assurance that individuals are fit and proper candidates and are willing and able to do the following⁹:

- Make an effective contribution to the governance and success of the MAT.
- Uphold the Christian ethos of the CE academies in the MAT and help to secure, preserve and develop their Christian character, which will need to be confirmed by way of ethos undertaking and (in the case of a Member, also entering into a deed of adherence to become a party to the CSOA – see below).
- Respect and support the non-designated status of non-CE academies within the MAT.
- Undertake all training necessary to fulfil the role, including training in relation to Church school governance.
- Complement the skill set of those already serving at Member level or on the MAT Board (as applicable).

Discussion between an individual being considered for appointment and (at least) the Chair of the Board will be essential, both in terms of ensuring that the individual understands the expectations that would be upon them and making sure that the individual is a fit and proper person to take on the role and that appointment is appropriate for the particular MAT. Potential conflicts of interest, including connections/previous connections with the MAT/its schools, should also be explored.

A number of MATs find it useful to set up a recommendation panel to support this process. If this approach is being taken:

- Where the appointment concerned is to be made by Members, it would be expected that one or more Members would be included on the panel, to oversee this process and provide recommendations to those responsible for making the appointment. Those making the appointment decision should still receive an appropriate level of information before they confirm the appointment e.g. a copy of the individual's application form and any additional useful information from the panel.

⁹ The MAT should support third party appointing bodies with this assessment.

Skills and experience audit

It is important that the MAT carries out a regular skills audit to ensure that the skills of the Members and the MAT Board continue to reflect the needs of the MAT and to inform decisions about appointment of new Members and Directors/Trustees. The MAT should ensure that the form of skills audit used is helping to ensure a diverse board. Details should be provided to the Members and MAT Board as appropriate e.g. when considering potential appointments and at the AGM.

The skills audit should include questions about their skills and experience in relation to Church schools and their governance, including e.g.

- Church of England vision for education
- Religious Education
- Church and school links
- Church school governance
- Church school vision
- Collective Worship
- SIAMS

The diversity of the MAT Board should be kept under review.

Appointment

- **Checks and notifications-** MATs will also need to ensure that they carry out the relevant checks in relation to all appointments, including those appointments made by third parties. As well as DBS, eligibility and other checks, MATs should take up references prior to appointment. All required notifications should be made, registers completed and (where required) published and GIAS updated.
- **Ethos undertakings** – Each Member and Director/Trustee must be required to sign the relevant ethos undertaking agreed with the YDBE¹⁰ prior to taking up their role, which confirms that they will uphold the charitable Objects of the MAT insofar as they relate to any CE school within the MAT. The MAT should provide a copy of the signed undertaking to the YDBE and Members promptly following the appointment.
- **Church School Oversight Agreement/similar** – Members in most MATs will also be required to enter into a deed of adherence to become a party to the CSOA/similar. The MAT should ensure that this is completed prior to appointment in line with its obligations under that agreement.

Induction and training expectations

Members and Directors/Trustees should receive a proper induction and should be required to undertake appropriate training, including in relation to CE school oversight. The Chair of the Board and any relevant Committee should ensure induction and training expectations are being met.

All Members and Directors/Trustees should promptly complete the YDBE's introductory governance training promptly on appointment: this expectation should be made clear as part of the appointment process.

F. Resignation and removal of Directors/Trustees

22. The Articles will specify how a Member or Director/Trustee may resign and how they may be removed. The requirements may be supplemented by relevant provisions in a CSOA/similar. In general individuals can be removed by those responsible for appointing them and can resign by giving written notice to the MAT (as long as, in the case of a Member, a minimum number of Members remain).
23. It is recommended that MATs adopt a Code of Conduct, setting out expectations and including a process for dealing with issues. MATs should contact the YDBE to discuss an issue with an individual fulfilling a Foundation role which cannot be resolved informally.

¹⁰ The latest form of YDBE agreed undertakings can be found in Appendix 1 (and as a word document [here](#)).

SECTION 4 – Introduction to Church school governance

A. Academy Trust Governance framework

1. Those responsible for supporting Church school governance must be familiar with the legal, contractual and governance framework for the MAT and ensure that the obligations under that framework are being complied with. The level of detail they will require will depend on the particular role they carry out.
2. The documentary framework for CE academies looks very similar to that for non-CE academies, with some notable exceptions. For example:

- **Articles of Association** – There will only be one set of Articles for a MAT but, where the MAT includes a CE school, there will be certain elements built into them which are specifically designed to protect the foundation of CE schools.¹¹ Particularly areas of note in relation to Church school oversight are as follows:

- ✓ **Under the Articles, the Board's primary duty is to advance the charitable Object of the MAT. Members are also bound by the charitable Objects.**

This charitable Object includes ensuring that the CE schools in the MATs are conducted in accordance with the principles, practices and tenets of the Church of England, both generally and in particular in relation to the arrangements for Religious Education and daily acts of collective worship. In doing so, the MAT must recognise and support the individual ethos of each school and have regard to the YDBE's advice, follow any directives given by the YDBE under the Diocesan Boards of Education Measure 2021 and have due regard to the Diocesan Strategy.

- ✓ **The Articles will include the agreed Member and Director/Trustee composition and certain other agreed governance arrangements.**

They will enshrine an appropriate foundation presence at Member level and Board level. As part of this, the Diocese of York Educational Trust (DYET) will be included as a corporate Member and will have the ability to appoint at least one Director/Trustee on the Board. For further details, please see section 3. The Board is answerable to Members for their operation of the MAT company: Directors/Trustees will need to provide the necessary assurance to DYET and the other Members that the Company's Object is being upheld and the foundation of CE schools are protected.

- ✓ **The Articles will reflect the [Diocesan academisation strategy](#) and include some specific roles for the YDBE/DYET (e.g. in giving advice and consents) and requirements related to local governing bodies and key leadership appointments.** The requirements in the Articles are supported by a [Church School Oversight Agreement/similar](#)¹² between the MAT and the Diocese: Members and Directors/Trustees should be familiar with these documents and how they link to their role. Members will have to formally commit to the agreement when they are appointed.

- **Ethos undertakings** – Members, Directors/Trustees and Local Governors in Church of England schools are required to sign up to an ethos undertaking prior to their appointment, which underlines their individual commitment to supporting the foundation of the CE schools within the MAT/those which they oversee. Further details are provided in section 3 (Members and Directors/Trustees) and section 5 (Local Governors).
- **Funding Agreements** – The Master Funding Agreement applies to all schools, however the Supplemental Funding Agreement for individual CE schools will include particular provisions e.g.

¹¹ The information below reflects the latest model Articles – there is some variation in MAT Articles depending on the time they were adopted.

¹² Some MATs on very old Articles may not have such an agreement.

relating to provision of RE and Collective Worship, staffing and governance. The detail will depend on the school's former status and what was agreed at the time of conversion: please see below.

- **Trust deed** - The sites and buildings of CE schools are generally owned by separate site trustees. The site trustees hold the land for the specific purposes specified in the trust deed - usually, in essence, for the purpose of running a Church of England school - and have a legal responsibility to ensure that the activities on the site comply with the requirements of the trust deed.
- **Church Supplemental Agreement** – this is the document under which the site trustees make the land they hold on trust available to the MAT for running of the CE school and setting out the requirements on all parties. This is by way of a licence instead of a lease, as the site trustees need the ability to revoke the permission to occupy in the event that the land is being used in such a way as to subvert the trusts on which they are held. At a very general level, the Agreement also governs some of the working arrangements between the MAT, Diocese, site trustees and Secretary of State, including around use of intervention powers. (This is not to be confused with the Church School Oversight Agreement mentioned above.)
- **Memorandum of Understanding between the National Society and DfE¹³** - this document sets out the key principles and working arrangements agreed between the National Society and the Secretary of State for Education.

MATs must not agree to changes to the documentary framework without first consulting the YDBE and obtaining any necessary consents from the YDBE/DYET (as appropriate).

B. Understanding key CE school requirements

3. Those responsible for supporting Church school governance must be familiar with the things that make CE schools distinctive and the structural differences between Church schools and non-Church schools. The level of detail they will require will depend on the particular role they carry out. All those involved in governance should access the YDBE's introductory governance training and undertake other training as appropriate to the role.
4. There are a number of ways in which CE schools are distinctive, for example:
 - **Vision, ethos and values** – a CE school should have a distinctive, theologically rooted, Christian vision; be distinctive in its ethos; and its distinctively Christian values should be worked into the daily life of the school. It should be an inclusive place of distinctive excellence, which meets the needs of the most vulnerable and where all are valued as individuals and as God's children.
 - **Church, Diocesan and Community links** – a CE school should have effective links with the local Church, Diocese and local community.
 - **Collective Worship** – CE schools must provide a daily act of Collective Worship in accordance with the school's trust deed/the Anglican tradition.
 - **Religious Education** - special importance should be given to the study of high-quality Religious Education (RE), with RE being an important part of the curriculum and a core subject.
 - **Spiritual, Moral, Social and Cultural (SMSC) development** is a key focus in CE schools.

¹³https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/517423/Memorandum_of_understanding_between_the_National_Society_and_DfE.pdf

5. Below is a summary of some key areas to note, based on the general position in converter academies. Please consult your documentation/contact the YDBE for advice in your particular context.

	Converter academies – general position		
	Academy – former Voluntary Aided school	Academy – former Foundation school	Academy – former Voluntary Controlled school
Foundation Local Governors <i>Local Governors with special responsibility to secure that the school's religious character is preserved and developed and that the school is conducted in accordance with its trust deed.</i> <i>The composition of the LGB must be agreed by the YDBE.</i>	In the majority on the LGB. Foundation Local Governors must outnumber all other Local Governors by two. Generally one of their number will include the Incumbent (e.g. the vicar) and others will be appointed by the MAT, with the consent of the YDBE and in consultation with the Parochial Church Council (PCC). The YDBE appointment process must be used.	In the minority on the LGB. Must be at least two Foundation Local Governors. Foundation Local Governors must make up approximately, but no more than, 25% of the Local Governing Body. Generally one of their number will include the Incumbent (e.g. the vicar) and others will be appointed by the MAT, with the consent of the YDBE and in consultation with the Parochial Church Council (PCC). The YDBE appointment process must be used.	In the minority on the LGB. Must be at least two Foundation Local Governors. Foundation Local Governors must make up approximately, but no more than, 25% of the Local Governing Body. Generally one of their number will include the Incumbent (e.g. the vicar) and others will be appointed by the MAT, with the consent of the YDBE and in consultation with the Parochial Church Council (PCC). The YDBE appointment process must be used.
Staff appointments YDBE involvement and consent is required for key leadership appointments.	Ability to ask for Christian Commitment The ability to ask for Christian commitment in staffing appointments is much wider than in many CE schools. YDBE advice is that Christian commitment should be taken into account in the appointment of the headteacher/principal and may be taken into account for other members of staff where appropriate: YDBE advice should be obtained.	Subject to some notable exceptions, Christian commitment cannot be taken into account. Special considerations apply in the appointment of the headteacher/principal - with their ability and fitness to preserve and develop the religious character of the school being taken into account - and in the appointment of reserved teachers (who must be able to teach denominational RE where required). YDBE advice should be obtained.	Subject to some notable exceptions, Christian commitment cannot be taken into account. Special considerations apply in the appointment of the headteacher/principal - with their ability and fitness to preserve and develop the religious character of the school being taken into account - and in the appointment of reserved teachers (who must be able to teach denominational RE where required). YDBE advice should be obtained.
Admissions Consultation with the YDBE is required before changes are made to existing policy.	Admissions arrangements must be set following consideration of YDBE guidance. The MAT is admissions authority. The MAT must decide on admissions policy, having considered YDBE guidance. If the MAT Board are the decision makers, advice should be obtained from the LGB. Some policies include foundation places allocated by reference to faith-based oversubscription criteria.	Admissions arrangements must be set following consideration of YDBE guidance. The MAT is admissions authority. The MAT must decide on admissions policy, having considered YDBE guidance. If the MAT Board are the decision makers, advice should be obtained from the LGB. Some policies include foundation places allocated by reference to faith-based oversubscription criteria.	Admissions arrangements must be set following consideration of YDBE guidance. The MAT is admissions authority. The MAT must decide on admissions policy, having considered YDBE guidance. If the MAT Board are the decision makers, advice should be obtained from the LGB. In general, faith-based oversubscription criteria will not be included as a matter of practice.
Site and Buildings ownership	Owned by site trustees, except for the playing fields. The site trustees will hold the land for specific purposes as specified in their trust deed and have a responsibility to ensure that the activities on the site comply with the requirements of the trust deed. The site trustees will frequently be the Diocesan Board of Finance or the local vicar and church wardens. The land will be made available to the MAT under a Church Supplemental Agreement. Playing fields and any structures thereon are usually owned by the Local Authority and leased to the MAT.		
RE <i>In each case, parents (or sixth formers) have certain withdrawal rights.</i>	Denominational RE. This will be the Diocesan syllabus where one exists.	RE will be provided in accordance with the principles of a locally agreed syllabus. In certain circumstances denominational RE may need to be provided.	RE will be provided in accordance with the principles of a locally agreed syllabus. In certain circumstances denominational RE may need to be provided.
Collective worship <i>In each case, parents (or sixth formers) have certain withdrawal rights.</i>	Daily act is required. Must be in accordance with trust deed/Anglican tradition.		
SIAMS Inspection – Statutory Inspection of Anglican and Methodist Schools. <i>SIAMS evaluates how schools, through their theologically rooted Christian vision, are living up to their Church school foundation, enabling people to flourish.</i>	School will be inspected under SIAMS. SIAMS involves consideration of 7 inspection questions (IQs). IQs 1-6 cover the school's theologically rooted Christian vision & vision driven flourishing through: curriculum (inc. RE curriculum); collective worship and vision driven school policy & practice e.g. treating people well and justice and responsibility. IQ7 relates specifically to the standards of teaching & pupil progress in RE.	School will be inspected under SIAMS. SIAMS involves consideration of 6 inspection questions (IQs). IQs 1-6 cover the school's theologically rooted Christian vision and vision driven flourishing through: curriculum (inc. RE curriculum); collective worship and vision driven school policy & practice e.g. treating people well and justice and responsibility. IQ7 does not apply.	School will be inspected under SIAMS. SIAMS involves consideration of 6 inspection questions (IQs). IQs 1-6 cover the school's theologically rooted Christian vision and vision driven flourishing through: curriculum (inc. RE curriculum); collective worship and vision driven school policy & practice e.g. treating people well and justice and responsibility. IQ7 does not apply.

C. Statutory Inspection of Anglican and Methodist Schools (SIAMS)

6. All CE schools are inspected under the Statutory Inspection of Anglican and Methodist Schools (SIAMS) framework. The SIAMS framework sets out the expectations for the conduct of statutory inspection under Section 48 of the Education Act 2005.
7. SIAMS evaluates how schools, through their theologically rooted Christian vision, are living up to their Church school foundation, enabling people to flourish. It involves consideration of specific inspection questions, exploring the school's theologically rooted Christian vision and vision driven flourishing through curriculum (including the RE curriculum), collective worship and vision driven school policy and practice e.g. treating people well and justice and responsibility. In some CE schools, there is also specific exploration of the standards of teaching and pupil progress in RE.
8. The role of the MAT is explored in a number of the inspection questions. Local Governors as well as Directors/Trustees should be prepared to contribute as part of a SIAMS inspection e.g. by speaking to an inspector.

SECTION 5 – Church school Local Governing Bodies and other committees

Directors/Trustees will need to establish Local Governing Bodies (**LGB**) and agree their composition, as well as determining what matters are to be delegated to them.

A. Local Governing Bodies

(a) Establishing an LGB

1. Every CE school in the MAT should have an LGB with an appropriate foundation presence.
2. The YDBE should approve the composition of any CE school's LGB, both prior to conversion and in the event that any subsequent changes are proposed.¹⁴
3. At LGB level, the YDBE requires that there is a foundation presence which reflects the status of the former school/any particular circumstances at the time of conversion:

- a. In respect of any CE academy that:
 - was a Voluntary Aided (**VA**) School immediately prior to conversion to academy status;
 - was a Voluntary Controlled (**VC**) School or a Foundation Church School immediately before conversion to academy status, but adopted the VA school equivalent clauses in its Supplemental Funding Agreement on or after conversion to academy status; or
 - is a Church academy which did not have a predecessor school, but which adopted the VA school equivalent clauses in its Supplemental Funding Agreementthe LGB shall (unless otherwise agreed with the YDBE) have such number of Foundation Local Governors as is required to outnumber all other Local Governors by two.
 - b. Subject to the above, in respect of a CE academy that had previously been a VC School, or a Foundation Church School, the LGB shall (unless otherwise agreed with the YDBE) have not less than two and approximately (but no more than) 25% of its members appointed as Foundation Local Governors.
4. If the MAT Board would like to establish an LGB over more than one school, this will need express approval of the YDBE, which will require that the Foundation Local Governor presence for any such school is not watered down. Accordingly, where the YDBE has agreed that a LGB can be constituted for more than one academy, where the joint LGB includes a CE academy falling under a. in the box above, the requirements as set out for that school will apply: otherwise the requirements in b. will apply. Please contact the YDBE at an early stage to discuss any joint LGB proposals.
5. Whilst the overall composition will vary from MAT to MAT, a template LGB composition with accompanying guidance can be found in Appendix 3 (a word version can be found [here](#)).

¹⁴ This is akin to the position in maintained schools, where the YDBE must approve all school Instruments of Government prior to them being made by the local authority.

Foundation Local Governors

Role of Foundation Local Governors

As well as having the same role as any Local Governor, Foundation Local Governors have a special role in, and responsibility for, ensuring that the Christian character of the school is secured, preserved and developed and that the school is run in accordance with any trust deed relating to the school. They are a vital link with the local parish, playing a unique role in strengthening and enriching the dynamic relationship between the school, Church and the wider community.

Foundation Local Governors have specific roles and responsibilities which will depend on the particular school in which they operate, but they will all need to work with the Parochial Church Council (PCC) and local parish church, the Incumbent (e.g. the vicar) and other members of the LGB in upholding the school's vision and ethos statement and making sure that the school is distinctively Christian. They will also have an important role, in partnership with the other Local Governors, in ensuring that the Directors/Trustees get sufficient information about the operation of the school as a CE school, so as to enable the Directors/Trustees to be satisfied that the MAT's Objects are upheld in this regard. For further information on the Foundation Local Governor role, please see the YDBE's [Introductory Guidance for Foundation Governors](#).

Appointment and removal of Foundation Local Governors

The MAT Board is responsible for appointing Foundation Local Governors, although before any appointment is made, they will require the consent of the YDBE.¹⁵ In order to obtain the YDBE's consent, the agreed composition and the YDBE's foundation appointment guidance and processes must be followed.

Most appointments will require consultation with Parochial Church Council (PCC). It is also expected that the MAT will appoint the principal officiating minister (e.g. the vicar) of the parish as an "Ex Officio Foundation Local Governor" if they wish to serve. If they do not take on the role/there is a vacancy, the MAT is expected to appoint a substitute (a "Temporary Ex Officio Foundation Local Governor") in conjunction with the relevant Archdeacon.

For general information, please see further the YDBE's [Foundation Governor appointment guidance](#). Full details, including guidance in relation to specific vacancy types, can be found on our website [here](#).

(b) Delegation to the LGB

6. The CE ethos and foundation should be preserved and developed at local level, led by the headteacher/principal and other school leaders in partnership with the Diocese and parish. In general, the support and oversight of Church school effectiveness should also take place at local level, supported from Foundation Local Governors. The YDBE would recommend a high level of delegation to LGBs in relation to Church school matters, but with appropriate MAT Board oversight.
7. The above position is based on the principle of earned autonomy. The Board of Directors/Trustees should ensure that there are appropriate checks and balances and reporting procedures in place relating to the oversight of a CE school's foundation. The LGB is a committee of the Board, and, like other Board Committees, it should report back to the Board in respect of the action taken/decisions made pursuant to the delegation. The MAT Board should keep the delegations under review and, if necessary, be prepared to revoke those delegations. The MAT Board should discuss any proposals to revoke delegations relating to Church school oversight with the YDBE.

¹⁵ Where arrangements in place require that the YDBE appoints Foundation Local Governors with the consent of the MAT board, the Education team will work with MATs to update their processes.

8. Delegations should be clearly set out in the MAT's [Scheme of Delegation](#). The Scheme must be in line with Diocesan Strategy and [guidance](#), appropriately reflecting the CE school protections that are in place and highlighting key requirements relating to the school as a CE school. The MAT Board should ensure it gets all necessary consents from the YDBE when establishing/changing its Scheme of Delegation.

(c) Local Governor ethos undertakings

9. All local governors must be required to complete a local governor ethos undertaking agreed with the YDBE¹⁶ prior to taking on the role, which confirms that they will uphold the charitable Objects of the MAT insofar as they relate to any CE school supported by the LGB.
10. Signed ethos undertakings should be retained on file by the MAT and confirmation that they have been entered into by all local governors should be included within the MAT's reporting framework (on which please see further Section 7). There is no need to send copies to the YDBE unless they are requested.

B. Church Schools Effectiveness Committee/Group

11. The YDBE recommends that MATs establish a Church Schools Effectiveness Committee/Group to support the Board in ensuring that the foundation and ethos of CE schools are being protected, share best practice across the CE schools within the MAT and report to the Board of Directors/Trustees as appropriate (in turn, supporting the Board in its reporting to Members).
12. An example terms of reference for a Church Schools Effectiveness Committee/Group is attached at Appendix 5 (and a word document can be found [here](#)). (The remit can be combined with that of a Committee looking at other areas, if desirable, as long as the areas outlined receive sufficient attention.)
13. Please note, if there is to be a majority of Directors/Trustees on the membership it can be a Committee, otherwise it will need to be a Group (due to the requirements of the Articles of Association).

¹⁶ The latest form of YDBE agreed undertakings can be found in Appendix 1 (and as a word document [here](#)).

SECTION 5 – Executive/key leadership appointments

1. It is anticipated that there will in general continue to be a principal/headteacher/head of school of each CE school and that the MAT will continue to appoint to such positions (and where appropriate, appoint other staff) using any rights they have to ask for Christian commitment in appropriate cases.
2. Requirements in relation to key leadership appointments in MATs are set out in the Articles of Association and any Church School Oversight Agreement/similar. Directors/Trustees – who are responsible under the Articles for making Principal/Executive Principal and Chief Executive appointments - should ensure that they are aware of these requirements prior to the commencement of a recruitment process. This includes the need to involve the YDBE at an early stage and to obtain YDBE consent before appointments are made.¹⁷
3. The MAT must contact the YDBE as soon as possible upon becoming aware that a recruitment process will be required so that arrangements can be made for advisor support from the YDBE's Education Team. (This also applies to internal MAT appointment processes and where e.g. shared headteacher arrangements/similar are proposed.) This will be necessary in order for the YDBE to give its consent at the end of the interview process.
4. A summary of key Church school specific requirements for:
 - Chief Executive, or an Executive Principal/similar who will be responsible for overseeing CE schools.
 - Principal/Headteacher/equivalent who will be responsible for overseeing one or more CE schools.
 is set out below. Where the Leadership structure of the MAT differs from the above/changes from time to time, e.g. where the Head of School roles are used or where Principal/headteacher of a CE academy is directly managed by a person other than the Chief Executive, the MAT must work with the YDBE to work within the spirit of these requirements.

Where a recruitment process is proposed:

- The MAT should promptly notify the YDBE.
- The YDBE will be entitled to appoint an advisor to support this process. In general this will involve the advisor attending:
 - The preliminary meeting, to advise on the job description/advert/timetable.
 - The Shortlisting meeting, to input into the shortlisting process and planning of the interview process.
 - The interview itself and subsequent panel deliberations.
- The YDBE adviser would not serve as a decision maker on the panel but would be able to provide advice. The advisor would also notify the YDBE if they had any significant concerns about a proposed appointment, which may lead to the YDBE refusing its consent. *Note that no HR advice will be provided – the MAT should obtain separate HR advice.*
- In making its recommendations to the Directors/Trustees, the interview panel must ensure that any recommended candidate is fit and able to preserve and develop the religious character of the Church academy/academies they will oversee, and otherwise meets the requirements as specified in the Articles. In former Voluntary Aided academies, Christian commitment may also be taken into account in the appointment of the headteacher.

For Chief Executive/Executive Principal appointments

- A Foundation Director/Trustee should be a member of the interview panel wherever possible.

For Headteacher/Principal appointments

- A Foundation Director/Trustee or a Foundation Local Governor from the relevant academy LGB should be a member of the interview panel wherever possible.

¹⁷ Information in this section maps the latest model Articles and Church School Oversight Agreement. Where current arrangements do not map this position, they will be updated in due course.

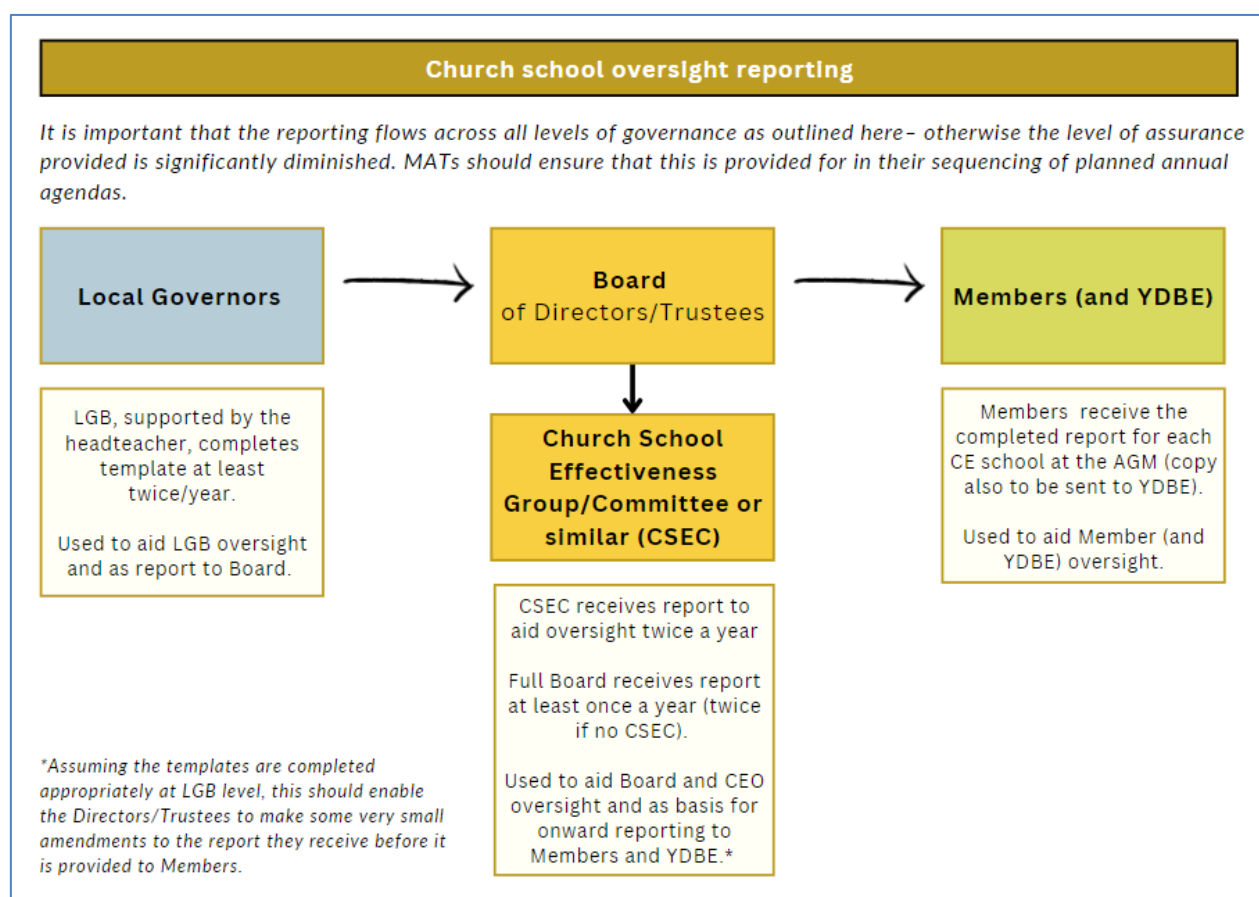
SECTION 6 - Monitoring and reporting

The YDBE and DYET have developed template reporting structures which are designed to:

- ✓ Help those involved in MAT governance to fulfil their oversight functions; and
- ✓ Give the YDBE/DYET the assurances that the Church school governance and accountability mechanisms are functioning as anticipated.

A. Church School Oversight and reporting

1. It is essential that the MAT Board - supported by the Local Governing Bodies (**LGB**) of CE schools and the Church School Effectiveness Group/Committee (**CSEC**)/other Board committee responsible for this remit - provide effective oversight of Church schools to ensure that their CE foundation is preserved and developed. Further details of the role of the LGB and CSEC in supporting the Board in this role can be found in Section 5.
2. Members also need to have oversight in this area, proportionate to their role. To this end, Members need to receive appropriate reporting and ensure that there are effective checks and balances and reporting procedures in place across the MAT: ultimately, they need assurance that the MAT's charitable Objects are being fulfilled. The Board should be required to report formally to the Members at least annually on the CE ethos and distinctiveness of each CE academy.
3. A template Church School Oversight Report, which is intended to help MATs to fulfil their Church school oversight function and to help them to report to those involved in governance at all levels, can be found at Appendix 4 (and an excel version with guidance can be found [here](#)). Reporting must be provided in accordance with the template but can be supplemented with additional reports as required. It is important that the reporting flows across all levels of governance as set out below.



4. The YDBE also recommends that the school summary SIAMS self-evaluations¹⁸ are received and considered by the MAT Board's CSEC (or, if there is no such Group/Committee fulfilling this remit, the MAT Board) on a rotational basis, noting that scrutiny of fuller self-evaluations would generally take place at local level.

B. Member general oversight and reporting

(a) Meetings and decision making

5. The MAT will have established general governance oversight mechanism across the Trust. This should include a clear approach to keeping Members informed, so that they can be assured that the Board is exercising effective governance and leadership of the MAT.
6. Members should be updated at the Annual General Meeting (**AGM**) and extraordinary general meetings as appropriate.
 - An AGM should be held at least every twelve months. The AGM is often used by MATs to discuss key matters relating to the previous year and looking ahead. Along with any other formal matters to be dealt with (e.g. appointment of auditors), the Members should discuss the approved Annual Report and Financial Statements and challenge the Chair and other Directors/Trustees (who should be encouraged to attend the meeting) as appropriate on the content. This document should give Members assurance relating to key financial and governance matters. Additional reports should be provided as agreed between the Members and Directors/Trustees and in accordance with this Guidance.
 - Additional Members meetings should be held as required, whether at the request of the Directors/Trustees or the Members. In the ordinary course, such extraordinary general meetings will be infrequent, however the YDBE recommends that MATs hold an extraordinary general meeting prior to the AGM to discuss and agree what reporting is required, at least until the relevant reporting structures have become well established.
7. The Chair of the Board should ensure that the Members are kept informed as appropriate between meetings.
8. It is important that Members attend Members meetings. If, exceptionally, a Member cannot attend in person, they can appoint a person to act as their proxy at a Members' meeting in accordance with the Articles of Association. If appointing a proxy:
 - The proxy should be appropriately briefed to act on the Member's behalf and should update the Member following the meeting.
 - Consideration should be given as to whether the proxy should be given specific instructions regarding e.g. how to vote on a proposed resolution.

¹⁸ Although not a statutory requirement, schools will generally have a self-evaluation (SEF). A summary SEF, of perhaps two pages, can be a useful "way in" to the full SEF for:

- Local Governors, especially newer local governors/those who are not involved in the detailed oversight.
- MAT Boards, to aid their understanding of where the school is and to help them engage more meaningfully in their oversight across a number of schools.

If a Member is unable to send a proxy, they should feed in any comments/views on the matters to be discussed to the Chair ahead of the meeting where possible.

9. Members are able to make decisions by written resolution. However, decisions made in this way do not necessarily permit full discussion of pertinent matters. Members should exercise caution and ensure that they understand what they are agreeing to before signing a resolution in writing. It is also recommended that Members liaise with one another in relation to a proposed resolution prior to confirming their decision, in order to facilitate proper consideration of any concerns.

(b) YDBE/DYET general reporting requirements

10. A template Annual General Oversight Report, which is intended to help MAT Boards to report to Members, can be found at Appendix 5 (and a word version can be found [here](#)). This is not Church school specific but provides what it is felt is some of the essential information Members need to know about all schools in the MAT and the MAT's functioning. This is required in addition to the Annual Report and Financial Statements. Reporting must be provided in accordance with the template but can be supplemented with additional Board reports as required.
11. The Board of each MAT, supported by the CEO and others in the central team as appropriate, should provide a completed Annual General Oversight Report to the Members at each AGM.

The Church School Oversight Reports and General Annual Oversight Reports must be in line with the templates.

In addition to being an important internal governance mechanism, the Member reports help to give the YDBE and DYET assurance that the CE foundation of CE schools in the Diocese is being protected; help the YDBE Education Team to triangulate the information it holds on schools/MATs; and help to ensure support can be targeted where it is most needed. It also assists the Diocese to signpost MATs to good practice and encourage joint working between MATs where appropriate.

Thank you for the support you provide to the young people and others in schools across the Diocese and beyond.

We hope you find this guidance helpful in fulfilling this important role.

Appendices

Appendix 1 – Template Ethos Undertakings

A word version can be found [here](#).

This pack includes the form of ethos undertakings approved for use by the York Diocesan Board of Education for use by Multi Academy Trusts that include Church of England schools in the Diocese. The parts in yellow should be tailored to the relevant MAT context.

MEMBER'S ETHOS UNDERTAKING

[NAME OF ACADEMY TRUST]

COMPANY REGISTRATION NO. [insert]

(the "Company")

I, **[insert name]** of **[insert address]** do hereby undertake to:

- 1 The Members of the Company from time to time; and
- 2 The York Diocesan Board of Education; **[and]**
- 3 The **[insert additional Diocese if applicable] Diocesan Board of Education**

to carry out my role in such a way as is conducive to upholding the Objects of the Company insofar as they relate to any Church of England academy within the Company from time to time, and in particular with the intention of:

- Recognising and supporting the ethos, and protecting and promoting the Church of England designation of Church of England academies;
- Ensuring that those academies are conducted in accordance with the principles, practices and tenets of the Church of England generally; and
- Ensuring that those academies are conducted in accordance with the principles, practices and tenets of the Church of England in particular in relation to arranging for religious education and daily acts of worship;

always having due regard to the advice and guidance of, and following any directions given under the Diocesan Boards of Education Measure 2021 by, the York Diocesan Board of Education **[and/or the [insert Diocese] Diocesan Board of Education (as appropriate)]** and having due regard to **[the][each]** Diocese's Diocesan Strategy.

EXECUTED as a DEED by **[insert name]**)

in the presence of:)

W Signature:

I Name:

T Address:

N

E

S

S Occupation:

Date:

DIRECTORS' ETHOS UNDERTAKING

[NAME OF ACADEMY TRUST]

COMPANY REGISTRATION NO. [insert]

(the "Company")

I, [insert name] of [insert address] do hereby undertake to:

- 1 The Members of the Company from time to time;
- 2 The York Diocesan Board of Education; and
- 3 [The [insert additional Diocese if applicable] Diocesan Board of Education; and]
- 4 The Site Trustees;

to carry out my role in such a way as is conducive to upholding the Objects of the Company insofar as they relate to any Church of England academy within the Company from time to time, and in particular with the intention of:

- Recognising and supporting the ethos, and protecting and promoting the Church of England designation of Church of England academies; and
- Ensuring that those academies are conducted in accordance with the principles, practices and tenets of the Church of England generally; and
- Ensuring that those academies are conducted in accordance with the principles, practices and tenets of the Church of England in particular in relation to arranging for religious education and daily acts of worship,

always having due regard to the advice and guidance of, and following any directions given under the Diocesan Boards of Education Measure 2021 by, the York Diocesan Board of Education [and/or the [insert Diocese] Diocesan Board of Education (as appropriate)] and having due regard to [the][each] Diocese's Diocesan Strategy.

EXECUTED as a DEED by [insert name])

in the presence of:)

W Signature:

I Name:

T Address:

N

E

S

S Occupation:

Date:

LOCAL GOVERNORS' ETHOS UNDERTAKING

[Name of Church of England Academy/Academies] (the ["Academy"] ["Academies"])

Part of [NAME OF ACADEMY TRUST] (the "Company")

I, [insert name] of [insert address] hereby undertake to:

1. The Board of Directors of the Company;
2. The York Diocesan Board of Education;
3. The Site Trustees of the [Academy][Academies];

to carry out my role as Local Governor on the local governing body responsible for the [Academy][Academies] in such a way as is conducive to and with the intention of:

- Recognising and supporting the ethos and protecting and promoting the Church of England designation of the Church of England [Academy][Academies]; and
- Ensuring that the [Academy is][Academies are] conducted in accordance with the principles, practices and tenets of the Church of England generally; and
- Ensuring that the [Academy is][Academies are] conducted in accordance with the principles, practices and tenets of the Church of England in relation to arranging for religious education and daily acts of worship,

always having due regard to the advice and guidance of, and following any directions given under the Diocesan Boards of Education Measure 2021 by, the York Diocesan Board of Education and having due regard to the Diocesan Strategy.

Signed:

Print Name:

Date:

Appendix 2 - Example Terms of Reference – Church School Effectiveness Committee/Group

A word version can be found [here](#).

Church Schools Effectiveness [Committee] [Group]

Note: If there is to be a majority of Directors/Trustees on the membership it can be a Committee, otherwise it will need to be a Group (due to the requirements of your Articles of Association). The remit can be combined with that of a Committee looking at other areas, if desirable, as long as the areas outlined below receive sufficient attention.

TERMS OF REFERENCE

Membership

[If a Committee]

- **Members** - appointed by the Directors/Trustees, to include:
 - DYET appointed Director/Trustee plus [x] other Directors/Trustees
- **Attendance**
 - [x] Foundation Local Governors from across the CE schools
 - [x] headteachers/principals from across the CE schools
 - Other attendees as required.

[If a Group]

- **Members** - appointed by the Directors/Trustees, to include:
 - DYET appointed Director/Trustee plus [x] other Directors/Trustees
 - [x] Foundation Local Governors from across the CE schools
 - [x] headteachers/principals from across the CE schools
- **Attendance**
 - Other attendees as required.

Proceedings

- **Chair** – A Director/Trustee appointed by the [Group][Committee]
- **Clerk** – to be provided by Board of Directors/Trustees
- **Frequency of meetings** - at least twice a year. Meeting at least two weeks in advance of the Board of Directors/Trustees meetings the [Group][Committee] will report to
- **Notice and papers** – notice of at least 14 days, papers circulated at least 7 days before meeting
- **Required attendance/quorum** – At least 2 Directors/Trustees
- **Minutes** within 7 days and provided to Board of Directors/Trustees

Purpose and Role

To provide oversight and assurance of the distinctiveness and effectiveness of CE schools in the multi academy trust (MAT) as Church schools, providing support and advice where appropriate.

This shall include:

1. **Providing support and advice** to Church of England (CE) schools in the MAT on their CE foundation, including by:
 - a. Encouraging CE schools to reflect on and develop their distinctiveness and effectiveness as a Church school in light of their theologically rooted Christian vision;
 - b. Encouraging and supporting schools to draw on and develop best practice relating to church school distinctiveness and effectiveness in the MAT and beyond;
 - c. Championing high quality, distinctive Collective Worship across CE schools;
 - d. Promoting high quality Religious Education in accordance with the Statement of Entitlement;
 - e. Receiving and disseminating Diocesan and related guidance and championing training for Members, Directors/Trustees, Local Governors and staff on CE school distinctiveness and effectiveness and CE school leadership and governance;

2. **Providing oversight and assurance** of the distinctiveness and effectiveness of CE schools as Church schools, including by:
 - a. Monitoring and evaluating the progress of each Church school, including by:
 - Considering evidence of how the school, through its theologically rooted Christian vision, is living up to its Church school foundation, enabling people to flourish (including in the context of the SIAMS Inspection Questions);
 - Receiving and scrutinising individual school **SIAMS Self Evaluation/SIAMS summary Self Evaluation**¹ on a rotational basis;
 - b. Receiving reports from the CE schools in relation to, and using that information to monitor:
 - o Their compliance with the legal requirements and the Church of England Education Office's guidance for **Collective Worship**;
 - o Their compliance with the legal requirements for **Religious Education**, achievement in RE and the extent to which the Statement of Entitlement is being followed;
 - o **Staff training and development** related to CE school aspects and the extent to which faith aspects are being taken into account in relevant staffing appointments;
 - o **Local Governing Body** composition, training and development, accountability structures and Foundation Local Governor vacancies;
 - o Review of **admissions policies** in accordance with Diocesan guidance;
 - o Engagement with and support provided by the **Diocese**;
 - o Compliance with the schools' **trust deeds and documentary framework**;
 - c. Scrutinising and advising on **school/MAT policies** which relate to the **Christian vision and foundation** of the schools, including curriculum; RE; Collective Worship; SMSC and spiritual development; behaviour/anti-bullying; relationships and sex education, equality and inclusion; SEND; mental health and wellbeing; assessment and marking.
 - d. Scrutinising the **Scheme(s) of Delegation** for CE schools to ensure that the CE foundation is appropriately reflected in accordance with Diocesan guidance;
 - e. Ensuring completion and collection of **ethos undertakings** from Members, Directors/Trustees and Local Governors and their provision to the Diocese as required;
 - f. Providing the Board of Directors/Trustees with an **overview** of each Church school's performance as a Church school, highlighting any risks that the school is not living up to its Christian foundation in any area and advising the Board if any action should be taken as a result of this;
 - g. Advising the Board of Directors/Trustees on completion of **reports to Members** relating to CE school distinctiveness and effectiveness and supporting them in connection with their role in **SIAMS inspections**.

¹ Although not a statutory requirement, schools will generally have a self-evaluation (SEF). A summary SEF, of perhaps two pages, can be a useful "way in" to the full SEF for:

- Local Governors, especially newer local governors/those who are not involved in the detailed oversight.
- Trust Boards, to aid their understanding of where the school is and to help them engage more meaningfully in their oversight across several schools.

Appendix 3 – template LGB composition (with accompanying guidance)

A word version can be found [here](#).

Approved by the York Diocesan Board of Education on [date]

[Name of academy]
DRAFT Local Governing Body composition
(part of [name of Trust])

Type of local governor	Appointed/selected by	No.	Specific requirements	Removal	Term of office
Foundation local governors	Trust Board with the prior written consent of the Diocesan Board of Education. <i>Foundation appointments must be made in line with the Diocesan Board of Education's foundation appointment processes.</i>	[x]	The Incumbent (ex officio), being the Principal Officiating Minister of the parish in which the school is situated. In the event the Incumbent is unable or unwilling to act as a foundation local governor, or has been removed, or where there is a vacancy in the office of the Incumbent, a temporary ex officio foundation local governor shall be appointed in conjunction with the Archdeacon of [xx].	Trust Board following discussion with the Diocesan Board of Education. Either of the Diocesan Board of Education and the Archdeacon of [xx] is entitled to request removal.	4 years (ex officio)/Up to 4 years (temporary ex officio) ¹
		[x]	Appointed following consultation with the Parochial Church Council of the parish in which the school is situated.	Trust Board following discussion with the Diocesan Board of Education. The Diocesan Board of Education is entitled to request removal.	4 years
[Headteacher] [Principal] of the Academy	N/A – ex officio appointment	[x]	N/A – ex officio appointment.	Trust Board.	N/A – ex officio appointment
Staff local governors	Elected by staff	[x]	Must be a member of staff of the academy.	Trust Board.	4 years
Parent local governors	Elected by parents of registered pupils or appointed by the Trust Board (in specific circumstances)	[x]	[As set out in the Trust's Articles of Association][Trust to set out specific requirements if preferred.]	Trust Board.	4 years
[Trust appointed] [Co-opted] local governors	[Trust Board][Local Governing Body][with the approval of the Trust Board].	[x]	Appointment for specific skills.	[Either of Local Governing Body or] Trust Board.	4 years
TOTAL		[x]	All LGB members will, as a condition of their appointment, be required to give an ethos undertaking in the form agreed with the Diocesan Board of Education.		

¹ The term of office of a temporary ex officio will end in the event a new principal officiating minister is appointed/an existing principal officiating minister takes on the role.

Notes to aid completion

Trusts must establish local governance in the form of a Local Governing Body (**LGB**) for each Church of England school, in order to preserve the historic connection between the church and Church academy. The Diocesan Board of Education (**DBE**) will need to approve the composition of the LGB prior to conversion and in the event that any subsequent changes are proposed following conversion.

LGB composition

Trusts are responsible for ensuring that the composition meets the requirements set out in their Articles of Association and other governing documentation.

On each LGB, there must be a foundation presence which reflects the status of the former school and the position on conversion.

(a) Majority Foundation Local Governance

In respect of any Church academy that:

- o was a Voluntary Aided (**VA**) school immediately prior to conversion to academy status;
- o was a Voluntary Controlled (**VC**) school or a Foundation church school immediately before conversion to academy status, but adopted the VA school equivalent clauses in its Supplemental Funding Agreement on or after conversion to academy status; or
- o is a Church academy which did not have a predecessor school, but which adopted the VA school equivalent clauses in its Supplemental Funding Agreement

the LGB shall have such number of foundation local governors as is required to outnumber all other local governors by two.

(b) Minority Foundation Local Governance

Subject to the above, in respect of a Church academy that had previously been a VC school, or a Foundation church school, the LGB shall have not less than two and no more than 25% of its members appointed as foundation local governors.

Joint LGBs

If the intention is that there will be a LGB over more than one school, this will need express approval of the DBE, which will require that the foundation local governor presence for any Church school who will be overseen by the LGB is not watered down. Accordingly, where the joint LGB includes any Church academy falling under the heading "Majority Foundation Local Governance," the requirements as set out for that school will apply; otherwise the requirements under the "Minority Foundation Local Governance" heading will apply.

Appendix 4 – Church School Oversight Report Template

An excel version can be found [here](#). Guidance on the form can be found [here](#).

[Name of MAT] - CHURCH SCHOOL OVERVIEW REPORT – [Name of School]															
HISTORY		THEOLOGICALLY ROOTED CHRISTIAN VISION													
Conversion date [date] Former Status [VA][VC][Foundation] Academy characteristics map former status? [Y][No - VA style academy]		[Insert]													
COLLECTIVE WORSHIP		INSPECTIONS AND SELF-EVALUATION													
Daily act for all [Confirmed] In accordance with principles, tenets & practices of CoE [Confirmed]		Ofsted													
RELIGIOUS EDUCATION		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Date of last inspection</th> <th>Likely inspection window</th> <th>Last inspection outcome</th> <th>Current self-evaluation</th> </tr> <tr> <td>[date]</td> <td>[date]</td> <td>[e.g. Good]</td> <td>[e.g. Good]</td> </tr> </table>		Date of last inspection	Likely inspection window	Last inspection outcome	Current self-evaluation	[date]	[date]	[e.g. Good]	[e.g. Good]				
Date of last inspection	Likely inspection window	Last inspection outcome	Current self-evaluation												
[date]	[date]	[e.g. Good]	[e.g. Good]												
Syllabus [Diocesan][Locally agreed e.g. NYCC] % curriculum time [xx]% Effectiveness of RE is monitored [Confirmed + details]		SIAMS													
Is the curriculum and its delivery effective in enabling all pupils to flourish and how do you know? [Questions to consider include: a) Does the provision/profile/priority/resourcing of RE reflect its place as a core curriculum subject? b) Is the curriculum challenging, accurate, well-sequenced, well-balanced, relevant and diverse? c) What is the quality of teaching? d) How does assessment inform teaching and learning? e) Do all pupils make progress in their learning - what does the data show? f) What monitoring is carried out to verify this?]		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Date of last inspection</th> <th>Likely inspection window</th> <th>Last inspection outcome</th> </tr> <tr> <td>[date]</td> <td>[date]</td> <td>[e.g. Good][E.g. Inspection not graded]</td> </tr> </table> Areas for development from previous SIAMS inspection [Copy and paste from report]		Date of last inspection	Likely inspection window	Last inspection outcome	[date]	[date]	[e.g. Good][E.g. Inspection not graded]						
Date of last inspection	Likely inspection window	Last inspection outcome													
[date]	[date]	[e.g. Good][E.g. Inspection not graded]													
STRUCTURAL MATTERS		Key Church school priorities Included in School Development Plan (inc. any outstanding areas for development from inspection report and any other areas identified through Self-evaluation)													
Admissions Admissions policy determined annually [Confirmed] YDSE guidance considered? [Yes][No] - [date] Faith based criteria in determined policy [Yes][No] Date of last public consultation [date - should be within last 7 years] Published Admission Number [number] Numbers admitted (normal admissions) [number] % admitted on faith grounds (Year R/3/7) [%]		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Area identified for development</th> <th>Commentary</th> </tr> <tr> <td>[Flows highlighted as follows: Green - area addressed, Orange - area in process of being addressed but still requires development, Red - still to be addressed]</td> <td>[response/progress/impact]</td> </tr> </table>		Area identified for development	Commentary	[Flows highlighted as follows: Green - area addressed, Orange - area in process of being addressed but still requires development, Red - still to be addressed]	[response/progress/impact]								
Area identified for development	Commentary														
[Flows highlighted as follows: Green - area addressed, Orange - area in process of being addressed but still requires development, Red - still to be addressed]	[response/progress/impact]														
Policies		IQ1 - How does the school's theologically rooted Christian vision enable pupils and adults to flourish?													
Key policies reviewed to reflect CE vision Complete [Complete] In progress [In progress] [E.g. collective worship, RE, Behaviour/Anti bullying, Equality and Inclusion, RSE, Mental Health and Wellbeing, SEND, SMSC]		[Insert any development priority relating to IQ 1 and RAG rate - or put "N/A" - note there is no requirement to have an area for development for each IQ] [Insert any summary information you deem useful e.g. school now has a theologically rooted vision...]													
Compliance		IQ2 - How does the curriculum reflect the school's theologically rooted Christian vision?													
Site trustees/trust deed [Trust deed - [date]] Trust deed [date] Complying with Church Supplemental Agreement and requirements to obtain site trustee consents [Confirmed]		[Insert any development priority relating to IQ 2 or put "N/A" - note there is no requirement to have an area for development for each IQ] [Insert any summary information you deem useful e.g. there is now a greater connection between the vision and curriculum...]													
PARTICULAR AREAS FOR CELEBRATION		IQ3 - How is collective worship enabling pupils and adults to flourish spiritually?													
		[Insert any development priority relating to IQ 3 or put "N/A" - note there is no requirement to have an area for development for each IQ] [Insert any summary information you deem useful e.g. monitoring of collective worship happens but is not providing sufficient evidence...]													
Compliance		IQ4 - How does the theologically rooted Christian vision create a culture in which pupils & adults are treated well?													
Site trustees/trust deed [Trust deed - [date]] Trust deed [date] Complying with Church Supplemental Agreement and requirements to obtain site trustee consents [Confirmed]		[Insert any development priority relating to IQ 4 or put "N/A" - note there is no requirement to have an area for development for each IQ] [Insert any summary information you deem useful e.g. people are treated well, but support is inconsistent for some groups.]													
Compliance		IQ5 - How does the school's theologically rooted vision create an active culture of justice and responsibility?													
Site trustees/trust deed [Trust deed - [date]] Trust deed [date] Complying with Church Supplemental Agreement and requirements to obtain site trustee consents [Confirmed]		[Insert any development priority relating to IQ 5 or put "N/A" - note there is no requirement to have an area for development for each IQ] [Insert any summary information you deem useful e.g. work is taking place on courageous advocacy and has impact but is at an early stage.]													
Compliance		IQ6 - Is the RE curriculum effective?													
Site trustees/trust deed [Trust deed - [date]] Trust deed [date] Complying with Church Supplemental Agreement and requirements to obtain site trustee consents [Confirmed]		[Insert any development priority relating to IQ 6 or put "N/A" - note there is no requirement to have an area for development for each IQ] [Insert any summary information you deem useful e.g. work is taking place to better resource RE and to monitor the impact of this on the quality of RE]													
Compliance		IQ7 - What is the quality of religious education?													
Site trustees/trust deed [Trust deed - [date]] Trust deed [date] Complying with Church Supplemental Agreement and requirements to obtain site trustee consents [Confirmed]		[Insert any development priority relating to IQ 7 or put "N/A" - note there is no requirement to have an area for development for each IQ] [Insert any summary information you deem useful e.g. quality of teaching is mixed across classes/year groups but is generally good]													
DBE SUPPORT		LOCAL GOVERNING BODY													
YDSE's SLA package [Standard][Enhanced] Date and focus of SLA visits 2023/4 [Complete] [date-focus] Planned [date-focus]		LGB structures Composition reflects former status & approved by DBE [Yes] Foundation/von foundation split [e.g. 2/11] Foundation local governor vacancies [number] All LGB members signed ethos undertaking [Confirmed] Details of any committee with oversight of church specific aspects [E.g. ethos committee, meets x times a year] Church school matters routinely discussed at full LGB [Confirmed] Scheme of Delegation appropriately reflects CE foundation [Confirmed]													
SLA reports shared and scrutinised LGB [Confirmed] CEO/EP with oversight [Confirmed]		Relevant training and information accessed by LGB members [e.g. 2023 - x local governors attended SIAMS training]													
STAFF		OVERALL													
Key staff <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>Role</th> <th>Name</th> <th>Relevant training</th> </tr> <tr> <td>Headteacher/Principal/Head of School</td> <td>[name]</td> <td>[e.g. 2023 - SIAMS training]</td> </tr> <tr> <td>RE Lead</td> <td>[name]</td> <td>[e.g. 2023 - Leading RE training]</td> </tr> <tr> <td>Collective Worship lead</td> <td>[name]</td> <td>[e.g. 2023 - Leading Collective Worship training]</td> </tr> </table>		Role	Name	Relevant training	Headteacher/Principal/Head of School	[name]	[e.g. 2023 - SIAMS training]	RE Lead	[name]	[e.g. 2023 - Leading RE training]	Collective Worship lead	[name]	[e.g. 2023 - Leading Collective Worship training]	Changes anticipated? [E.g. RE Lead leaving Easter 2024]	
Role	Name	Relevant training													
Headteacher/Principal/Head of School	[name]	[e.g. 2023 - SIAMS training]													
RE Lead	[name]	[e.g. 2023 - Leading RE training]													
Collective Worship lead	[name]	[e.g. 2023 - Leading Collective Worship training]													
CE school induction and wider staff distinctiveness training NQT/staff new to CE school [number] CE school induction received? [Yes] - [details] Additional staff training accessed [E.g. 2023 - Understanding Christianity]		REPORT APPROVED BY LGB [insert date] LGB satisfied school living up to CE school foundation and enabling pupils and adults to flourish? [Yes][No+details] Key evidence seen by LGB: [e.g. SIAMS SEF, RE monitoring report, pupil voice] Any other matters LGB want to bring to attention of Trustees? [Details][No]													
REPORT APPROVED BY BOARD [insert date] Board satisfied school living up to CE school foundation and enabling pupils and adults to flourish? [Trust Board confirmed: [date]] Key evidence seen by Trust Board: [e.g. LGB Church School Oversight Report, SIAMS SEF, Church School Effectiveness] Any other matters Trust Board want to bring to attention of Members? [Details][No]															

Appendix 5 - General Annual Oversight Report Template

A word version can be found [here](#).

ANNUAL GENERAL OVERSIGHT REPORT TO MEMBERS - [Name of Academy Trust]						
Approved by the Board of Directors/Trustees on: [date]						
MEMBERS						
Requirement in Articles	Details	Ethos undertaking completed?	Church School Oversight Agreement entered	Received induction on role	Received YDBE & DYET Member guidance	Proposed changes
Diocese of York Educational Trust (DYET)	Represented by [xxx]	[Y][N]	[Y][N]	[Y][N]	[Y][N]	[N/A][insert details]
[One person appointed by DYET]	[Name]	[Y][N]	[Y][N]	[Y][N]	[Y][N]	
[details of other members]	[Name]	[Y][N]	[Y][N]	[Y][N]	[Y][N]	
	[Name]	[Y][N]	[Y][N]	[Y][N]	[Y][N]	
	[Name]	[Y][N]	[Y][N]	[Y][N]	[Y][N]	
DIRECTORS/TRUSTEES						
Requirement in Articles	Name	Ethos undertaking completed?	Received induction on role	Received YDBE & DYET Director/Trustee guidance	Key training	Proposed changes
[Up to] [x] DYET appointed	[Name]	[Y][N]	[Y][N]	[Y][N]	[E.g. Training on Director/Trustee duties, Ofsted framework, SIAMS]	[N/A][insert details]
[At least][up to][xx] Member appointed	[Name]	[Y][N]	[Y][N]	[Y][N]		
	[Name]	[Y][N]	[Y][N]	[Y][N]		
	[Name]	[Y][N]	[Y][N]	[Y][N]		
	[Name]	[Y][N]	[Y][N]	[Y][N]		
	[Name]	[Y][N]	[Y][N]	[Y][N]		
[up to][xx] [co-opted]	[Name]	[Y][N]	[Y][N]	[Y][N]		
	[Name]	[Y][N]	[Y][N]	[Y][N]		
	[Name]	[Y][N]	[Y][N]	[Y][N]		
[any others to reflect Articles]	[Name]	[Y][N]	[Y][N]	[Y][N]		
	[Name]	[Y][N]	[Y][N]	[Y][N]		
Name and contact details of Chair				[name] – [email]		
Board's skills audit shared with Members				[Confirmed]		
EXECUTIVE LEADERS						
Chief Executive				[Name]		
Executive Principals (or similar)				[Name][N/A]		
Details of significant changes/proposed changes (NB DBE to be involved in recruitment process if individual will oversee CE schools)				[N/A][insert details]		

COMMUNITY SCHOOLS								
	Name	Date joined trust	Converter/ sponsored	Headteacher/ Principal	Any Executive Principal with oversight	Date of last Ofsted inspection	Ofsted judgement received	Ofsted self-evaluation judgement
1	[Name]	[date]	[Converter][Sponsored]	[Name]	[Name]	[date]	[E.g. Good]	[E.g. Good]
2								
3								
4								
5								
6								
7								
8								
9								
10								
CE SCHOOLS								
	Name	Date joined trust	Converter/ sponsored	Headteacher/ Principal	Any Executive Principal with oversight	Date of last Ofsted inspection	Ofsted judgement received	Ofsted self-evaluation judgement
1	[Name]	[date]	[Converter][Sponsored]	[Name]	[Name]	[date]	[E.g. Good]	[E.g. Good]
2								
3								
4								
5								
6								
7								
8								
9								
10								
Please also complete a Church School Overview Report in respect of each CE school								
TRUST SUPPORT FOR CHURCH SCHOOLS – SIAMS focussed summary								
How does the vision of the Trust resonate with the schools' theologically rooted Christian vision in a way that enhances the work of the schools and their Christian foundation?					[Summary to be provided in light of IQ1]			
How does being part of the Trust enhance the schools' curriculum?					[Summary to be provided in light of IQ2]			
How does the Trust contribute to and enhance the schools' worship and spiritual life?					[Summary to be provided in light of IQ3]			
How does the Trust contribute to and enhance the inclusion and wellbeing of pupils and adults in the schools, ensuring that all are treated well?					[Summary to be provided in light of IQ4]			
How does the Trust make a positive impact on the culture of justice and responsibility in the schools?					[Summary to be provided in light of IQ5]			
How does the Trust support the schools to ensure that the RE curriculum and its delivery is effective in enabling all pupils to flourish? How is this monitored by the Trust?					[Summary to be provided in light of IQ6 and IQ7]			

WIDER UPDATE TO MEMBERS

REPORTING AREA	Y/N	DETAILS
TRUST GOVERNANCE AND STRUCTURAL MATTERS		
MAT wide governance operating well?	[Y][N]	[N/A][details]
Any structural changes proposed to the MAT/schools (e.g. mergers/amalgamation/rebrokerage)?	[Y][N]	[N/A][details]
Any proposals to take on or establish new schools?	[Y][N]	[N/A][details]
STAFFING, FINANCE, PROPERTY AND RESOURCES		
Any significant changes in staff/staffing structure within schools/centrally, or other staff matters to bring to Members' attention?	[Y][N]	[N/A][details]
Any specific concerns relating to general financial health of MAT as a whole?	[Y][N]	[N/A][details]
Any significant changes in relation to finance within any school, or any other material matters relating to finance in individual schools that the Directors/Trustees feel should be brought to the attention of Members?	[Y][N]	[N/A][details]
Any significant/proposed changes in relation to buildings/sites, or any other material matters relating to property that the Directors/Trustees feel should be brought to the attention of Members?	[Y][N]	[N/A][details]
STANDARDS		
Any significant changes in relation to standards across the MAT/within any schools, or other material matters relating to standards that the Directors/Trustees feel should be brought to the attention of Members?	[Y][N]	[N/A][details]
ADMISSIONS		
Any significant changes, projected changes or material risks relating to MAT pupil numbers or numbers on roll at any of the schools that the Directors/Trustees feel should be brought to the attention of Members?	[Y][N]	[N/A][details]
HEALTH AND SAFETY/SAFEGUARDING		
Any key concerns relating to the physical safety or safeguarding within the MAT, or any other material matters relating to health and safety/safeguarding that the Directors/Trustees feel should be brought to the attention of Members?	[Y][N]	[N/A][details]
INTERVENTIONS		
Has the MAT received any communication or information which suggests that it/any school will or might be subject to an intervention of any kind (e.g. termination of funding agreement, rebrokerage, notice to improve etc.)	[Y][N]	[N/A][details]
OVERALL		
Details of MAT wide work to highlight for celebration	[Y][N]	[N/A][details]
Any other matters relating to the MAT/schools which Directors/Trustees feel should be brought to the attention of Members?	[Y][N]	[N/A][details]