# Local Governing Body Induction Pack

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1. Introduction

Welcome to the governing body of Queen Elizabeth and QEStudio School. We value the knowledge and skills each governor brings to the schoo governing body and aim to support you with any advice or training. We ask that you take some time to review the information in this pack to enable you to gain a full undertaking of the processes and context in which our schools exist. We also encourage new governors to fully review our websites, along with the Lunesdale Learning Trust website.

Next steps

1. If you have not already done so, please complete our Application Form in order for us to meet our Safer Recruitment obligations.
2. We need to undertake a DBS check. If we have not already arranged this, our HR department will be in touch soon.
3. We would be grateful if you could complete and return both the Declaration of Business Interests and Related Party Transaction forms at the back of this pack, to ensure we meet our statutory obligations
4. Please also complete and return the skills audit at that back of this pack

If you require any further information, please do not hesitate to contact the Company Secretary, Angela Johnson a.johnson@qes.org.uk.

1. **Lunesdale Learning Trust – the Multi Academy Trust**

**2.1 Introduction**

Situated in the South Lakeland and upper Lune Valley area, the Lunesdale Learning Trust has emerged from a desire to achieve the following for the schools of our extended community:

* Continued local management of schools, ensuring local needs are met
* The institution of structures to foster collaboration and share best practice
* Development of shared services, generating the efficiencies required to sustain schools in our communities into the future

In delivering these ends the Trust has two key operational purposes.

* Consolidating the operation of statutory and risk management duties, thereby creating efficiency and ensuring access to the necessary expertise for schools across the Trust.
* Coordinating support across the Trust to ensure schools reach appropriate standards of scholarship and care.

The Trust will ensure the schools can develop our enduring commitment to the entire community to offer a genuinely comprehensive curriculum to children of all abilities in the local area. Students will be able to study at the highest possible level academically, alongside those pursuing practical and vocational courses, working closely with local businesses or organisations, equipping students with the skills required for their working lives.

Initially the Trust includes two schools on the same site in Kirkby Lonsdale, but as described in the following pages, it has been structured with room to grow, if this ever becomes desirable.

The two schools on the same site are Queen Elizabeth School and QEStudio.

**2.1.1 Queen Elizabeth School (QES).** QES has a fine tradition of “scholarship and care” dating back over 400 years, with our present popularity founded upon high quality teaching and learning, a broad and imaginative curriculum geared to individuals, excellent results, impressive standards of care and a reputation for a friendly, relaxed yet purposeful atmosphere.

Most significantly, we are founded on ten Core Values which underpin and inform the life and work of our community.

We are committed to a broad education in the deepest sense and with a strong emphasis on personal development supported by a diverse range of extra-curricular activities.

That said, we expect students of all abilities and categories to achieve in the top 25% nationally and our achievements at GCSE and A Level have consistently demonstrated that the majority do.

We have been considered an ‘outstanding’ school by Ofsted for many years with the top rating in all categories; our enduring motivation, though, is to make limitless progress beyond that benchmark and the right candidate will play a major role in moving us in this upward trajectory.

We serve a large, prosperous and beautiful area of South Lakeland, North Yorkshire and North Lancashire with pupils drawn from as far away as Sedbergh, Clapham, Lancaster, Silverdale and Kendal. Although rural we are only 6 miles from the M6 and twenty minutes from a main West Coast train station which promotes easy access and helps explain the outward-looking vibrancy of Kirkby Lonsdale.

Our site, on the edge of the picturesque market town of Kirkby Lonsdale, is particularly attractive and the characterful buildings show evidence of additional phases from the 1840s to the present day. Since 1996 the School has completed a number of successive high-quality building projects and the site is striking, attractive, colourful, bright and civilised. Landscaping projects have given form, shape and coherence to the site adding avenues, courtyards, gardens and an amphitheatre.

New Design Technology and a new indoor PE accommodation were completed in 2017 and a considerable development of the ‘Main School’ was recently completed including a newly refurbished library, a new staff room, Learning Support and Pupil Support areas and, of course, the new school is set to emerge. It’s a lovely place to learn.

In September 2017, The Lunesdale Learning Trust was established, incorporating QES and the new Free School, the QE Studio School. The QEStudio dedicated building will be occupied from September 2019 at a cost of several millions on the present site and providing high quality professional, technical and vocational learning to 300 14-18 year-olds.

**2.1.2 QEStudio**

It is our aspiration that every child living within Kirkby Lonsdale’s extended network and catchment should be given access to a truly outstanding education. This education should be provided at the heart of their rural community, in a familiar place that doesn’t require excessive travel. It should meet the entire range of needs embodied by young people across the locality, but in particular the needs of those young people who will go on to become the next generation of employees, small business owners and parents – the very sustenance and lifeblood of our rural towns, villages and hamlets.

In order for the students of our locality to meet their potential to its fullest they must have access to an applied curriculum, tailored to local economic development, engaged with employers and designed to allow them to play an immediately successful part in the fabric of the communities they will call home.

In order to do this the QEStudio provides an applied curriculum, utilising immersion learning and whole day curriculum models, serving a diet of programmes across 13 pathways: Art and Design, Countryside Skills, Criminology, Digital Creatives, Engineering, Fashion & Textiles, Food, Health, Materials Engineering, Muisc, Performing Arts, Photography and Sport all underpinned by Business and Enterprise learning. This education is inclusive of industry standard qualifications and supplemented by real world, practical experience. We create school leavers ready and equipped with the correct sets of contextual skills to engage immediately with the local employment market. These programmes are developed with professionals and tailored to the aptitudes and interests of individual students.

QEStudio knits closely with Queen Elizabeth School, thereby accessing the full core curriculum range and diet of GCSE and A-Levels; supplemented by transferable constructs for effective learning and a coherent school community: Values, Learner model, Care and Curriculum. Working closely with the Sponsor School, QEStudio accesses the same high-performing systems for tracking, monitoring and assessment, as well as core school policies. It excels in achieving academic progress for all pupils, regardless of their individual challenges. It utilises the academic success and rigour of its integral partner, through a MAT structure, thereby attracting students across the whole range of abilities for whom applied learning is a desirable model for education.

QEStudio accesses the full range of external validation, school to school support, peer review and educational improvement afforded by the Queen Elizabeth School’s status as a Teaching School and central role in both the South Lakes Federation and South Lakes Rural Partnership.

**2.2 Lunesdale Learning Trust Structure**

 

**2.3**

**2.3**

**2.2**

* 1. **Membership**

At the heart of the Trust is a Company Limited by Guarantee, which gives the MAT its legal and distinct form. The custodians of this company are its Members. The members role in the organisational structure is ensure that the directors – who have operational influence – continue to run the organisation in line with its objects, as they are defined by UK Company Law and the Trust’s Master Funding Agreement. Although Members technically give mandate to and appoint the directors they would only play an active role if the Trust was not operating as it should.

The Lunesdale Learning Trust membership comprises 3 individuals of standing in the locality served by the two founding schools of the Trust. These are:

* Ty Power
* Peter Gregson
* Rev Richard Snow

All being individuals of local importance and one diocesan compliant representative (Rev. Snow).

* 1. **Trust Board**

In a Company Limited by Guarantee the Directors are often referred to as Trustees. The Trustees take responsibility for the operation of the company and are accountable in both legal terms and to the Secretary of State for the activities of the Trust. It is therefore of the utmost importance that Trustee appointments are skills and experience based. The Trust Board will hold everyone else in the organisation to account. They retain overall accountability for probity, finance and resources and standards. They will commission and oversee the provision of central services designed to manage risk and perform statutory and legislative functions, thus ensuring Local Governing Bodies and Head Teachers can concentrate on the leadership of school communities and raising of standards.

The Trust Board comprises 9 Trustees. They have been selected as Trustees of the Lunesdale Learning Trust due to their complimentary abilities and experience.

* Mr Chris Clarke, Chief Executive Officer
* Mr Fenner Pearson, Chair
* Mrs Margaret Cunningham
* Dr Sally Elton-Chalcraft
* Mr Stewart Lawrenson
* Mr Stephen Nelson
* Mr Tyrone Power
* Mr Richard Shepherd
* *One vacancy*

The Trust Board take responsibility for all statutory obligations as well as obligations to the Secretary of State for standards, safeguarding and probity. The Trust will, through its officers, Executive Group and centrally provided services ensure that it will take a risk management approach to monitoring these responsibilities, ensuring that systems and procedures are in place to allow them to fulfil these duties and monitor standards using appropriate systems of benchmarking and measurement.

**Finance, Audit & Risk Committee -** The Trust Board have convened a Finance, Audit & Risk Committee. This committee meets six times a year to monitor finance and commercial activities, including centrally provided or procured services.

* 1. **QES & QEStudio - Local Governing Body (LGB)**

The LGB is made up of 10 governors. The LGB (and any subsequent LGBs) will include at least two parent governors. There are three staff governor posts, two for teaching staff and one for support staff. Officers of the Trust and Trustees reserve the right to attend any meeting of the LGB and may give support either generally or for specific issues.

Chair Ian Skillen

Vice Chair Jacqui Scott (also Safeguarding lead)

Staff Governors Pete Weston, Toby Barker, Tracey Fell-Williams

Parent Governors Elizabeth Ankers, Daniel Tomlinson

LA Governors Roger Bingham

Vacancies 2

The principal duties of the LGB are:

* To take an active role in supporting the Headteachers of the schools. In particular in relation to the needs of the school community and the needs of the extended community.
* Monitoring the activities of the school to ensure Trust standards and priorities are met.
* Assist the Headteachers to compile development and budget plans, advocating these as priorities within the Trust.

The LGB has two subcommittees, each meeting three times per year, with the following responsibilities:

* **Curriculum** – to oversee, monitor and evaluate curriculum policy and developing the strategic academic priorities for the schools, the operation of the schools assessment and reporting policies and to ensure the curriculum is effectively resourced and that value for money is obtained. Results will be reviewed annually, monitoring pupil attainment and progress.
* **Buildings & Grounds** – the Local Governing Body will convene a Buildings and Grounds workgroup to oversee development projects on the Kirkby Lonsdale site.

Each subcommittee has written terms of reference.

In addition, a **Community briefing** is held three times a year, to help formulate, monitor and review sections of the development plan dealing with the community, employers and links with other agencies, to monitor the school admission policy, to promote equal opportunities, to encourage and promote the use of school premises as a community resource.

In addition to the Board Meetings and Sub Committee meetings, the Lunesdale Learning Trust runs an annual programme of **Immersion Mornings**. Whilst there is no requirement for you to have any specific training to be a governor or trustee, we have found that Immersion Mornings, held during the school day, enable Governors and Trustees to increase their understanding of education and specific issues in our Trust’s school by meeting with specialists to gain a thorough understanding about a focused area.

* 1. **Officers of the Trust**
* Chief Executive Officer (Principal Accounting Officer) – Chris Clarke
* Company Secretary – Angela Johnson
* Chief Operating Officer (Chief Financial Officer) – Steven Holmes
	1. **Executive Group**

In order to ensure positive communication between the Trust Board and the Trusts’ Schools, the CEO will convene an Executive Advisory Group to meet weekly. This group will comprise Head Teachers of all schools within the Trust, initially, the Headteacher of Queen Elizabeth School, Miss Cathy O’Neill and the Principal of QEStudio School, Mrs Alison Wilkinson, the CEO, the COO and the Company Secretary. Board members any other expert or specialist and invited to join the meetings, as required.

This group may be tasked as employees of the Trust to undertake any work deemed necessary by the Trust in meeting its objectives.

1. **Governance**

School governors and trustees make a valuable contribution to children’s education, opportunities and futures.

Being a governor is a challenging but hugely rewarding role. It will give you the chance to make a real difference to young people, give something back to your local community and use and develop your skills in a board-level environment. You will also be joining the largest volunteer force in the country: there are over a quarter of a million volunteers governing state funded schools in England.

Schools need governing boards that have a balance and diversity of knowledge, skills and experience to enable it to be effective. Ofsted (the national inspection body for schools) has repeatedly noted that the most effective schools demonstrate effective leadership and management - including by the governing board. To ensure our Governing Body possess the required diversity, skills audits are undertaken, to identify any knowledge/experience gaps. The results of the skills audit inform the recruitment process.

**What governors and trustees do?**

The governing board provides strategic leadership and accountability in schools. It has three key functions:

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

**The key features of effective governance**

Boards must be ambitious for all children and young people and infused with a passion for education and a commitment to continuous school improvement that enables the best possible outcomes. Governance must be grounded in reality as defined by both high-quality objective data and a full understanding of the views and needs of pupils/students, staff, parents, carers and local communities. It should be driven by inquisitive, independent minds and through conversations focussed on the key strategic issues which are conducted with humility, good judgement, resilience and determination.

Effective governance is based on six key features:

* **Strategic leadership** that sets and champions vision, ethos and strategy.
* **Accountability** that drives up educational standards and financial performance.
* **People** with the right skills, experience, qualities and capacity.
* **Structures** that reinforce clearly defined roles and responsibilities.
* **Compliance** with statutory and contractual requirements.
* **Evaluation** to monitor and improve the quality and impact of governance.

**1. Strategic leadership *that sets and champions vision, ethos and strategy through*:**

 • a clear and explicit vision for the future set by the board, in collaboration with executive leaders, which has pupil progress and achievement at its heart and is communicated to the whole organisation

* strong and clear values and ethos which are defined and modelled by the board, embedded across the organisation and adhered to by all that work in it, or on behalf of it;
* strategic planning that defines medium to long-term strategic goals, and development and improvement priorities which are understood by all in the organisation;
* processes to monitor and review progress against agreed strategic goals and to refresh the vision and goals periodically and as necessary including at key growth stages or if performance of the organisation drops;
* mechanisms for enabling the board to listen, understand and respond to the voices of parents/carers, pupils, staff, local communities and employers;
* determination to initiate and lead strategic change when this is in the best interests of children, young people and the organisation, and to champion the reasons for, and benefits of, change to all stakeholders;
* procedures for the board to set and manage risk appetite and tolerance; ensuring that risks are aligned with strategic priorities and improvement plans and that appropriate intervention strategies are in place and embedding risk management at every level of governance; and
* an informed decision on whether to form, join or grow a group of schools which is underpinned by robust due diligence and an awareness of the need to review the effectiveness of governance structures and processes if and when the size, scale and complexity of the organisation changes.
1. **Accountability that drives up educational standards and financial performance through:**
* rigorous analysis of pupil progress and attainment information with comparison against local and national benchmarks and over time
* clear processes for overseeing and monitoring school improvement and providing constructive challenge to executive leaders;
* a transparent system for performance managing executive leaders, which is understood by all in the organisation, linked to defined strategic priorities;
* effective oversight of the performance of all other employees and the framework for their pay and conditions of service;
* a regular cycle of meetings and appropriate processes to support business and financial planning; and
* effective controls for managing within available resources and ensuring regularity, propriety and value for money.
* clear processes for overseeing and monitoring school improvement and providing constructive challenge to executive leaders;
* a transparent system for performance managing executive leaders, which is understood by all in the organisation, linked to defined strategic priorities;
* effective oversight of the performance of all other employees and the framework for their pay and conditions of service;
* a regular cycle of meetings and appropriate processes to support business and financial planning; and
* effective controls for managing within available resources and ensuring regularity, propriety and value for money.
1. **People *with the right skills, experience, qualities and capacity who*:**

• understand the purpose of governance and the role of non-executive leadership and have all the necessary skills, as outlined in the department’s *Competency framework for governance*, to deliver it well;

• include an effective chair and vice-chair with the ability to provide visionary strategic non-executive leadership;

• provide sufficient diversity of perspectives to enable robust decision making;

• are recruited through robust and transparent processes against a clear articulation of required skills which are set out in a role specification;

• use active succession planning to ensure the board, and the whole organisation, continues to have the people and leadership it needs to remain effective; and

• employ a professional clerk, and as necessary a company secretary, to provide expert advice and guidance and to ensure the efficient and compliant operation of the board.

• clear separation between strategic non-executive oversight and operational executive leadership which is supported by positive relationships that encourage a professional culture and ethos across the organisation;

• processes for ensuring appropriate communication between all levels and structures of governance and to pupils/students, parents/carers, staff and communities – particularly to ensure transparency of decision-making;

• in academy trusts, significant separation between members and trustees to enable members to exercise their powers objectively;

• published details of governance arrangements including the structure and remit of the board and any committees which is understood at all levels of governance and leadership and is reviewed regularly; and

• In MATs, complementary and non-duplicative roles for the board, any committees or local governing bodies (LGBs), and MAT executives in holding school-level leaders to account.

**5. Compliance *with statutory and contractual requirements, through*:**

• awareness of, and adherence to, responsibilities under education and employment legislation and where applicable, charity and company law and all other legal duties including Canon law where applicable;

• plans to ensure that key duties are undertaken effectively across the organisation such as safeguarding, inclusion, special education needs and disability (SEND), and monitoring and oversight of the impact of pupil premium and other targeted funding streams;

• for academies, adherence to the requirements of the Education Funding Agency’s (EFA) *Academies Financial Handbook* (AFH) and the trust’s funding agreement and articles of association; and

• understanding of, and adherence to, responsibilities under the Equalities Act, promoting equality and diversity throughout the organisation including in relation to its own operation.

**6. Evaluation to monitor and improve the quality and impact of governance, through:**

• regular skills audits, aligned to the organisation’s strategic plan, to identify skill and knowledge gaps and which both define recruitment needs and inform a planned cycle of continuous professional development (CPD) activity including appropriate induction for those new to governance or to the board;

• processes for regular self-evaluation and review of individuals’ contribution to the board as well of the board’s overall operation and effectiveness;

• commissioning external reviews of board effectiveness, particularly at key growth or transition points, to gain an independent expert assessment of strengths and areas for development; and

• documentation which accurately captures evidence of the board’s discussions and decisions as well as the evaluation of its impact

**Governor/Trustee Conduct**

Governors such act with honesty and integrity and be ready to explain their actions and decisions to staff, pupils, parents and anyone with a legitimate interest in the school.

Governors and trustees must be prepared to adopt the Nolan principles of public life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

Governors should also be committed to their role and to young people; confident in having courageous conversations; curious with an enquiring mind; able to challenge the status quo to improve things; collaborative to build strong relationships; critical to improve their own work and that of the board; and creative in problem solving and being innovative.

A governor’s term of office is 4 years.

**Governor/Trustees Guide to the Law**

Please see The Department for Educations’ [Governors Handbook](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf) 2019.

**Communication**

Meeting agendas, papers and minutes along with interesting articles and training materials are available on the Governor/Trustee section of our website. If you haven’t already been sent log on details, you will be in the near future. If you have any questions, please contact Angela Johnson, Company Secretary.

**3.2 Local Governing Body Structure**

The current Local Governing Body

* Ian Skillen
* Jacqui Scott
* Elizabeth Ankers
* Toby Barker
* Roger Bingham
* Tracey Fell-Williams
* Daniel Tomlinson
* Pete Weston
* *Vacancy*
* *Vacancy*

The Local Governing Body committees

* **Curriculum Committee**
* **Buildings & Grounds Committee**
* **Community Briefing**

The Full Governing Body receives regular reports from the subcommittees and the School Leadership Team.

**3.3 Governors’ Indemnities**

Subject to the provisions of the Companies Act, every Governor or other officer of the School benefits from any indemnity insurance purchased at the School’s expense to cover the liability of the Governors which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default or breach of trust or breach of duty in which they may be guilty in relation to the School : provided that any such insurance shall not extend to any claim arising from any act or omission which the Governors knew to be a breach of trust or breach of duty or which was committed by the Governors in reckless disregard to whether it was a breach of duty or not, and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Governors in their capacity as directors of the School.

**3.4 Risk Management**

The governors have assessed the major risks to which the schools are exposed, in particular those relating to the specific teaching, provision of facilities and other operational areas of the Schools, and their finances. The governors have implemented a number of systems to assess risks that the schools face, especially in the operational areas (e.g. in relation to teaching, health and safety, bullying and school trips) and in relation to the control of finance. They have introduced systems, including operational procedures (e.g. vetting of new staff and visitors, supervision of school grounds) and internal financial controls (see below) in order to minimise risk. Where significant financial risk still remains they have ensured they have adequate insurance cover. The Schools have an effective system of internal financial control.

1. **Queen Elizabeth School and Queen Elizabeth Studio School**
	1. **The Leadership Team**

The QES Leadership Team are the Head, Head of School and Assistant Heads. These managers control the Academy at an executive level implementing the policies laid down by the Governors and reporting back to them. As a group the Senior Managers are responsible for the authorisation of spending within agreed budgets and the appointment of staff. Each Assistant Head has a specific area of responsibility *(see Assistant Headteacher Roles September 2019)*

* Headteacher Queen Elizabeth School Cathy O’Neill
* Principal Queen Elizabeth Studio School Alison Wilkinson
* Assistant Head Alison Hooper
* Assistant Head & Vice Principal of QEStudio Peter Hooper
* Assistant Head Phil Houghton
* Assistant Head Lisa Longley
* Assistant Head Hayley Gray
* Assistant Head Richard Worsley
* Vice Principal of QEStudio and Head of Careers Cathy Harrison
	1. **Staff structure**

**Heads of Department**

English Richard Worsley

Maths Jill Sherry

Science Anna Waters, Claire Salkeld, Catherine Dale

Languages Nick Verney

History Toby Barker

Geography Michelle Peck

IT Annelie Chambers

RE Mary Montgomery

Art Emma Denby/Lorraine Wilson

Music Gareth Leather

DT Kate Vose

Food Abigail Ellison/Ian Hill

Textiles Julia Kershaw

Business Studies James Kirpalani

PE Dan Williams/Alison Blackburn

Dance/Drama Jasper Marriott/Jason Brown

Engineering Stewart Rushton

Health & Social Care

**Heads of Year 2018-19**

Year 7 Phil Reid

 Rachel Everett (Deputy)

Year 8 Victoria Govan

 David Banfield (Deputy)

Year 9 David Foster

 Heather Burkitt (Deputy)

Year 10 Emily Edwards

 Ian Higson (Deputy)

Year 11 Laura Shepherd

 Ian Higson (Deputy)

Sixth Form Pete Rushton

 Andrew Douglas/Luis Domingues (Deputy)

QEStudio Alison Wilkinson – Principal

Peter Hooper – Vice Principal

Cathy Harrison – Vice Principal/Head of KS4 (Y10&11)

Simon Wilson – Head of Post 16

Ian Burnett – Deputy Head of KS4

* 1. **Connected Organisations**

Queen Elizabeth and Queen Elizabeth Studio Schools are part of the South Lakes Federation of Schools and the South Lakes Rural Partnership.

The South Lakes Federation is a high performing partnership of secondary schools, a special school, Kendal College and the University of Cumbria.  Through working together and by pooling our collective expertise and resources we are better able to meet the individual needs of all young people across the area.  We have a strong tradition of providing an excellent educational experience in each school, committed to the highest standards and the development of individual skills and talents.  The outstanding quality of education, the opportunities for young people and the commitment to teacher education across the partnership has led to the South Lakes Federation becoming one of the first Teaching School federations in the country.

Our intention is that:

By working together we will enhance the educational experience of young people in the South Lakes and increase their achievements.

Our aims are:

* To improve the experience and outcomes of all learners in South Lakes schools and the college
* To improve the experience and effectiveness of all staff leading and supporting learning
* To build a climate of trust and cooperation within which the quality of education can be enhanced



SLRP was incorporated in 2012 and was established to work collaboratively to the benefit of all children within its member organisations, to meet this end in a sustainable way and to deliver the objectives in a positive and proactive way, taking affirmative actions

Collaboration of 30 primary schools and 5 secondary schools from across the South Lakes:

Areas of activity

* School Improvement
* Service provision / resources and delivery strategy
* Staff development
* Staffing
* Pupil support and inclusion
* Management, governance and group organisation

**Lunesdale Learning Trust Board & Local Governing Body Meetings 2019 - 2020**

|  |  |  |
| --- | --- | --- |
| **September** |  |  |
| Tuesday 10 | 08:00 | LLT Strategy  |
| Wednesday 11 | 09:30-12:30 | Immersion - Exam results actions |
| Tuesday 17 | 14:00-17:00 | QEStudio Trio Review |
| Tuesday 24 | 08:00 | LLT Trust Board (plus Finance, Audit & Risk - August accounts\*) |
|  |  |  |
| **October** |  |  |
| Tuesday 1 | 16:00 | Local Governing Body Full Board |
| Thursday 3 | 09:30-12:30 | Immersion - Learning Support |
| Tuesday 8 | 16:00 | Buildings & Grounds Committee |
| Tuesday 15 | 16:00 | Local Governing Body Curriculum **(Yr 9 Options Eve)** |
|  |  |  |
|  |  |  |
| HALF TERM 21-28 OCT |  |
| Tuesday 29 | 08:00 | LLT Finance, Audit & Risk  |
| Wednesday 30 | 09:30-12:30 | Immersion - Safeguarding, attendance and site security |
|  |  |  |
| **November** |  |  |
| Tuesday 12 | 08:00 | LLT Strategy Committee  |
| Tuesday 19 | 08:00 | LLT Trust Board |
| Tuesday 26 | 08:00 | Finance, Audit & Risk\* |
|  |  |  |
| **December** |  |  |
| Tuesday 3 | 16:00 | Community Update |
| Tuesday 10 | 16:00 | Local Governing Body Full Board |
| Tuesday 17 | 08:00 | LLT Finance, Audit & Risk |
| CHRISTMAS 23 DEC - 5 JAN |  |
|  |  |  |
| **January** |  |  |
| Tuesday 14 | 08:00 | LLT Strategy Committee |
| Tuesday 21 | 08:00 | LLT Trust Board |
| Thursday 24 | 09:30-12:30 | Immersion - Teaching & Learning English and Maths |
| Tuesday 28 | 08:00 | Finance, Audit & Risk\* |
| Wednesday 29  | 09:30-12:30 | Immersion - ISDR/ASP |
|  |  |  |
| **February** |  |  |
| Tuesday 4 | 16:00 | Local Governing Body Full Board **(Y10 Subject Review)** |
| Tuesday 11 | 16:00 | Local Governing Body Curriculum |
| HALF TERM 18-24 FEB |  |
| Tuesday 25 | 08:00 | LLT Finance, Audit & Risk  |
|  |  |  |
|  |  |  |
| **March** |  |  |
| Tuesday 3 | 08:00 | LLT Strategy Committee |
| Tuesday 3 | 16:00 | Buildings & Grounds Committee |
| Wednesday 4 | 09:30-12:30 | Immersion - Careers provision |
| Tuesday 10 | 08:00 | LLT Trust Board |
| Tuesday 17 | 16:00 | Local Governing Body Full Board |
| Tuesday 24 | 08:00 | LLT Finance, Audit & Risk  |
|  |  |  |
| **April** |  |  |
| EASTER 27 MARCH-14 APR |  |
| Tuesday 21 | 16:00 | Community Update |
| Thursday 23 | 09:30-12:30 | Immersion - Behaviour & Standards |
| Tuesday 28 | 08:00 | LLT Finance, Audit & Risk |
|  |  |  |
| **May** |  |  |
| Tuesday 5 | 08:00 | LLT Strategy Committee |
| Tuesday 5 | 16:00 | Buildings & Grounds Committee |
| Tuesday 12 | 08:00 | LLT Trust Board |
| Tuesday 19 | 08:00 | Finance, Audit & Risk\* |
| Tuesday 19 | 16:00 | Local Governing Body Full Board |
| HALF TERM 25 MAY -1 JUNE |  |
|  |  |  |
| **June** |  |  |
| Tuesday 2 | 16:00 | Local Governing Body Curriculum |
| Tuesday 9 | 08:00 | LLT Strategy Committee  |
| Tuesday 16 | 08:00 | LLT Trust Board |
| Tuesday 23 | 08:00 | LLT Finance, Audit & Risk Management |
| Tuesday 30 | 16:00 | Community Update |
|  |  |  |
| **July** |  |  |
| Tuesday 7 | 16:00 | Local Governing Body Full Board |
|  |  |  |
|  |  |  |
| ***\*Finance, Audit & Risk - in some months accounts and notes will be received by email*** |

# Related Party Disclosure

|  |  |
| --- | --- |
| Academy  | Queen Elizabeth School |
| Year End | 31 August 2019 |
| Name  |   |
| Position in Academy  |   |

|  |  |  |
| --- | --- | --- |
| Nature of Relationship e.g.  | Name of Related Party | Any transitions with the academy in year (yes/no) |
| Spouse / Domestic Partner |    |  |
| Children  |   |  |
| Parents |   |  |
| Employment |   |  |
| Other Trusteeships  |  |  |
| Other Related Parties |  |  |

For any ‘Yes’ answers given above please complete table below

|  |  |
| --- | --- |
| Details and amounts of any transactions with the academy in year, and any amounts due to or from the academy at the year end(please attach a continuation sheet if required) | Was the transaction conducted with no element of profit(yes/no)(see following sheet for definition) |
|  |  |
|  |  |

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Declaration of Business Interests Form**

**Please complete sections 1-7 below:**

|  |  |
| --- | --- |
| 1 | Bodies of which I am an employee  |
|  |  |
| 2 | Other bodies of which I am a company director or officer: |
|  | *None / detail (delete as appropriate)* |
| 3 | Firms in which I am a partner  |
|  | *None / detail (delete as appropriate)* |
| 4 | Public bodies of which I am an official or elected member |
|  | *None / detail (delete as appropriate)* |
| 5 | Companies whose shares are publicly quoted in which I own or control more than 1% of the shares |
|  | *None / detail (delete as appropriate)* |
| 6 | Companies whose shares are not publicly quoted in which I own or control shares |
|  | *None / detail (delete as appropriate)* |
| 7 | Any other interest (potential or actual) which is significant or material  |
|  | *None / detail (delete as appropriate)* |

Name (please print) ……………………………………………………………….

Signature ……………………………………………………………….

Date ……………………………………………………………….

**Skills Audit**

|  |  |
| --- | --- |
| Level of experience/skill: 1 =none, 5 = extensive  A 'D' denotes a skill that is desirable to have in the governing board, and an 'E' denotes a skill that is essential within the governing board.  |  |
| **Name:**  |  |  |
|  | **Desirable or essential?** | **Score 1 - 5 (5 being the highest)** |
| **Essential for all governors/trustees** |  |  |
| Commitment to improving education for all pupils | E |  |
| Ability to work in a team and take collective responsibility for decisions | E |   |
| Willingness to learn | E |   |
| Commitment to the school’s vision and ethos  | E |   |
| Has basic literacy and numeracy skills | E |  |
| Has basic IT skills (i.e. word processing and email) | E |  |
| **Should exist across the governing board** |  |  |
| ***Understanding/experience of governance*** |  |  |
| Previous experience of being a board member in another sector or a governor/trustee in another school | D |  |
| Experience of chairing a board/ governing board or committee | D |  |
| Experience of professional leadership | D |   |
| ***Vision and strategic planning*** |  |  |
| Understanding and experience of strategic planning | E |  |
| Ability to analyse and review complex issues objectively | E |  |
| Ability to identify problems | E |  |
| Ability to propose and consider innovative solutions | E |  |
| Experience reviewing the impact of new ideas and initiatives | D |  |
| Ability to learn from failure  | E |  |
| Ability to make difficult decisions in the best interests of pupils | E |  |
| Change management (e.g. overseeing a merger or an organisational restructure, changing careers) | D  |  |
| Understanding of current education policy | E |  |
| ***Holding the head to account*** |   |   |
| Communication skills, including being able to discuss sensitive issues tactfully | E |  |
| Ability to analyse data | E |  |
| Ability to question and challenge | E |  |
| Experience of project management | D |  |
| Performance management/ appraisal of someone else | E |  |
| Experience of being performance managed/appraised yourself | D |  |
| ***Financial oversight*** |   |   |
| Financial planning/management ( e.g. as part of your job) | E |  |
| Experience of procurement/purchasing | D |  |
| Experience of premises and facilities management  | D |  |
| ***Knowing your school and community*** |   |   |
| Links with the community | D |  |
| Links with local businesses | D |  |
| Knowledge of the local/regional economy | E |  |
| Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people) | D |  |
| Understanding of special educational needs | E |  |

**Useful information**

[Latest Ofsted report](https://moodle.queenelizabeth.cumbria.sch.uk/pluginfile.php/203941/mod_resource/content/0/QESOfstedReportNovember2008Official.pdf)

[Funding Agreement](https://moodle.queenelizabeth.cumbria.sch.uk/course/view.php?id=4710)

[Annual Accounts](https://moodle.queenelizabeth.cumbria.sch.uk/course/view.php?id=4710)

[Current Performance Standards](https://www.compare-school-performance.service.gov.uk/school/136357/queen-elizabeth-school/secondary)