



Education Board

Date: THURSDAY, 15 OCTOBER 2015
Time: 3.00 pm
Venue: COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL

SUPPLEMENTARY AGENDA

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NB: Part of this meeting could be the subject of audio video recording.

**John Barradell
Town Clerk and Chief Executive**

AGENDA

6. **GOVERNANCE OF CITY ACADEMIES**

Report of the Director of Community and Children's Services.

For Decision
(Pages 1 - 16)

12. **GOVERNANCE ARRANGEMENTS AT CHRIST'S HOSPITAL**

Report of the Town Clerk.

For Information
(Pages 17 - 18)

19. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND MEMBERS AGREE BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

a) **Under 18 Offer** (Pages 19 - 36)

b) **Livery Education Partnership Prospectus** (Pages 37 - 56)

Agenda Item 6

Committee(s)	Dated:
Education Board	15 October 2015
Subject: Governance of City academies	Public
Report of: Director of Community and Children's Services	For Decision

Summary

This report outlines a proposal to form a Multi-Academy Trust (MAT) in order to support the City of London Corporation Education Strategy. A MAT is a company limited by guarantee with charitable education purposes. As an 'exempt' charity, a MAT is not registered with the Charity Commission but it nevertheless must comply with charity law and its company directors are charity trustees, with the associated fiduciary duties to take unfettered decisions in the best interests of the charity (i.e. the MAT) and its beneficiaries. The MAT (and its directors/trustees) is contractually accountable in law (under the funding agreement between the MAT and the Secretary of State) to the Secretary of State for Education for the educational standards of the academies that are run by the MAT. In addition, however, the Department for Education (DfE) will expect a sponsor to answer for the education standards in the academies that it sponsors. The City of London Corporation (the City Corporation) will therefore be held accountable for the performance of its sponsored/co-sponsored academies through the control it has over the composition of the membership and the Board of trustees of the MAT.

The City Corporation will be expected to use its role, as far as it can, to ensure that clear governance and accountability structures are established by the MAT. A useful schedule of evaluation criteria has been published by DfE, through the office of the School Commissioner, in a document outlining a framework of processes Academy Trust trustees should use to protect the quality of provision in Academy Trusts (Appendix 1). These criteria are therefore directly relevant for the City Corporation to use when evaluating the performance of 'its' MAT and the academies run by the MAT. This responsibility is currently delegated to the Education Board.

It is proposed that the Education Board may best discharge its responsibilities by: establishing a clear and shared vision for all of its schools, through the City of London Corporation Education Strategy; and establishing a framework for the proper oversight of a MAT to ensure the leadership and governance of each MAT academy supports the sponsor's vision for, and commitment to, its academies as defined in the agreed Education Strategy.

It is inevitable that a judicious expansion of the City Corporation's academies will be required. This is because there is a strategic need to provide for further school places in London and existing providers of good schools are expected to help. In addition there is also an expectation that 'outstanding' schools will be

supporting other schools in their geographical location. By scaling up and re-defining of the existing MAT (City of London Academies [Southwark]) it will be able to provide the central support, accountability and leadership necessary to ensure that the City Corporation discharges its responsibilities as sole academy sponsor effectively and further ensures that the quality of education offered across its schools and academies is strengthened.

A proposed schedule of delegation (Appendix 2) would ensure that governing body autonomy is retained by the MAT academies, as far as possible, and balanced with the requirements for the MAT's accountability, probity, and standards as well as both national and local policy compliance, while embedding sufficient oversight by the sponsor.

It is important to note that expanding the number of City Corporation sponsored academies would have strategic implications, such as the need for: a MAT Chief Executive Officer to lead (with the MAT Board of trustees) the MAT; additional central support services; increased demand for engagement with the City Corporation's broader educational offer; a need for additional governors; and additional funding allocations.

It is proposed that the executive function of the MAT would be funded through top slicing. Typically this would be of the order of 2%, but the exact amount and any potential phasing of payments would be decided upon by the trustees once the revised MAT Articles and arrangements are formally adopted. This funding would support the strategic leadership of the MAT. This would include: reporting to the Education Board; liaising with the Education Funding Agency; supporting school improvement, performance, accountability, procurement, audit, human resources, communication, and legal services; the initial assessment of expansion proposals, MAT policy development, and the maintenance of the MATs relationships with external stakeholders.

Recommendation(s)

Members are asked to endorse the proposal to:

- i. establish a clear and shared vision for all of the City Corporation's schools, including the MAT sole sponsored academies. The existing Education Strategy took a first step in this direction and the proposed MAT structure and arrangements would support this vision;
- ii. establish a MAT that - reports to the Education Board, provides the leadership and governance of MAT academies, ensures that the statutory duties of the MAT and its academies are fulfilled, and appoints governors to the local governing bodies of the academies in the MAT; and
- iii. support the development of a MAT to provide coherence, stability, and the impetus for continuous improvement in sole sponsored City academies.

Main Report

Background

1. As an academy sponsor the City Corporation will be held publicly (if not legally) accountable to DfE for the performance of its sponsored/co-sponsored academies. In turn it will be held responsible for ensuring clear governance and accountability structures are established within the MAT. This responsibility is clearly outlined by DfE, through the office of the School Commissioner, in a document that sets out a framework of processes trustees (and, by association, academy sponsors) should use to protect the quality of provision in Academy Trusts (Appendix 1).
2. The City Corporation is accountable in its role as an academy sponsor through the Court of Common Council, which delegates this responsibility to the Education Board.
3. A MAT is a single legal entity, being a company limited by guarantee and an exempt charity that receives funding directly from the government to run a number of academy schools.

Current Position

4. The City Corporation currently sponsors/co-sponsors three secondary academies, one primary academy, and has been approved to progress to the 'Pre-opening Phase' for two new primary academies.
5. The current governance structure for the City Corporation's academies (available as Appendix 3) has evolved as the City Corporation has taken on additional schools. The current structure lacks coherence and effective lines of governance, accountability and control.

Proposal

6. It is proposed that the Education Board may best discharge its responsibilities by:
 - a) establishing a clear and shared vision for its schools and MAT academies;
and
 - b) scaling up the existing MAT (City of London Academies [Southwark]), so that the revised MAT can properly lead and govern each sole sponsored academy, and ensure that there is a proper a framework for oversight by the City Corporation through the Education Board. The Education Board would monitor progress against the following responsibilities which would be fulfilled by the MAT:
 - i. Providing the challenge, accountability, and support functions, reporting back the Education Board.

- ii. Ensuring that all MAT academies are outstanding, or on a time limited path to outstanding.
- iii. Holding the Master Funding Agreement, and a related Supplemental Funding Agreement for each academy, with the Secretary of State so that it can secure and allocate funding to the MAT academies, ensuring that all operate to the highest standards of probity and value for money.
- iv. Providing additional central support services.
- v. To support partnership working with the other City Corporation schools.
- vi. Provide advice on the recruitment and on-going training of governors for MAT academies.
- vii. Initiating, co-ordinating and managing relationships between academies in the MAT, and facilitating partnership opportunities with the other City Corporation schools.
- viii. Undertaking due diligence should the City Corporation decide to expand its sponsorship of academies.

City of London Corporation Multi-Academy Trust Vision

7. The City Corporation MAT is committed to:

- i. Promoting the City of London Corporation Education Strategy, which will provide all the young people that the City Corporation serves with 'world class' learning experiences, utilising its unique business, cultural, and historical resources.
- ii. Ensuring that all learners achieve outstanding educational outcomes, with MAT academies graded as outstanding within 3 years of joining the MAT.
- iii. Addressing educational under performance through partnerships between MAT academies and through outward facing partnerships with other boroughs, schools, and community stakeholders.

The City Corporation academies Core Principles – 'The Foundations of Excellence'

8. The City Corporation's academies are founded on the common principles of educational excellence that characterise world leading educational organisations. MAT academies would uphold these principles, namely:

1.	<i>High expectation leadership</i>	Dynamic and skilled leadership from school leaders and governors founded in the core belief that all children can succeed.
2.	<i>Exemplary behaviour</i>	Behaviour for learning based on a set of defined core values that promote respect, tolerance, probity, curiosity, resilience, creativity, and independence.
3.	<i>Outstanding creative teaching</i>	Highly skilled teaching that inspires, engages, supports, and challenges learners whatever their starting point.

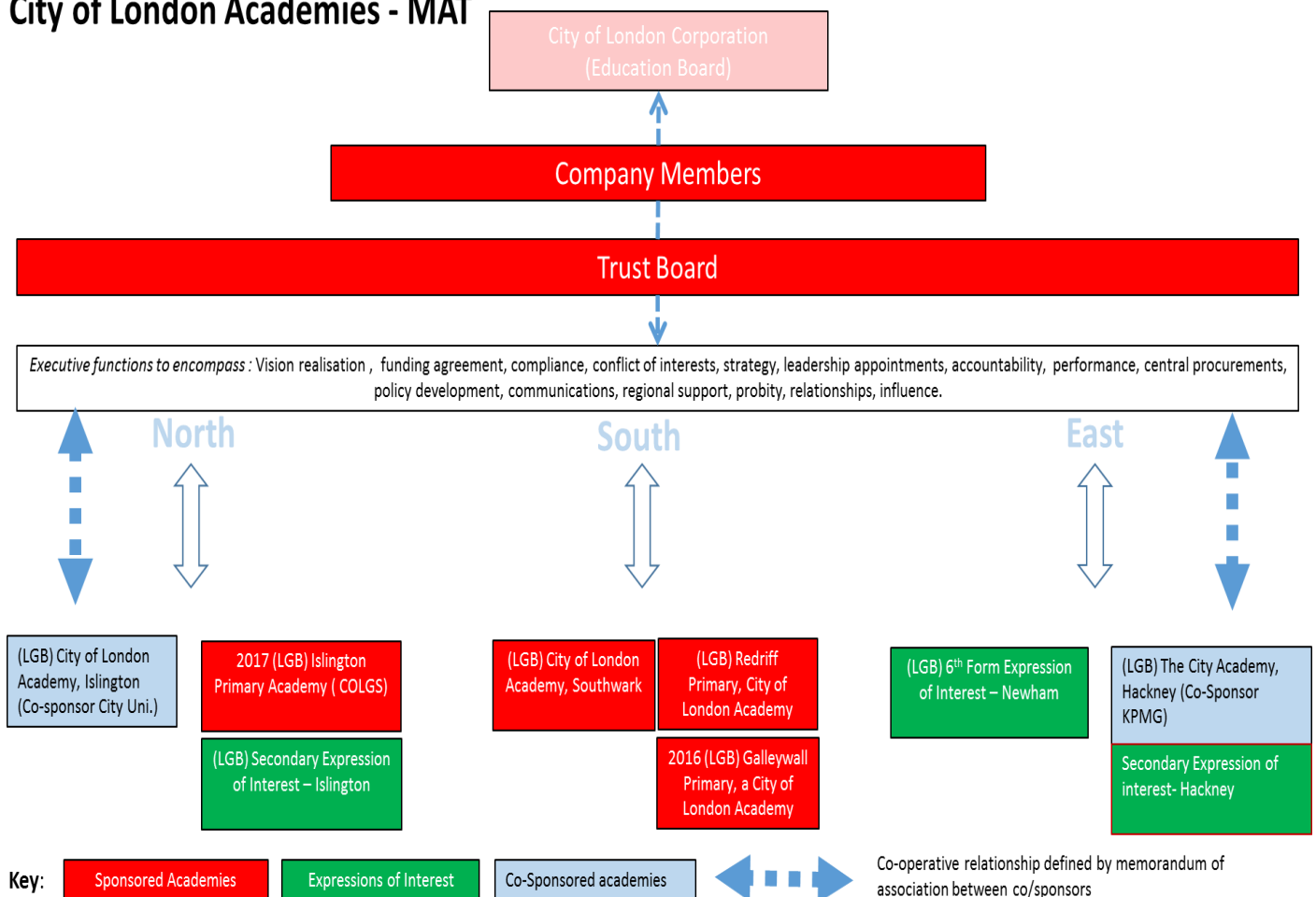
4.	<i>Assessment that informs intervention</i>	Target setting and assessments systems that set challenging targets, and provides data that supports intervention if that progress is not being made.
5.	<i>A challenging curriculum</i>	A formal curriculum that matches the high expectations of progress providing a range of high status qualifications for each learner. A rich informal curriculum that supports the wider development of each learner through personal, sporting, creative, and employer related experiences.

Structure and Governance

9. A MAT is a single trust which is responsible for a number of academies. The governance function is carried out by the trustees, with a smaller group of company members who have the power under company law to amend the trust's articles of association and to remove trustees and under the articles of association to appoint trustees. The trustees are responsible for the same three core governance functions performed by the governing body in a maintained school (setting the direction, holding the Headteacher/Principal/Executive Principal – and in a MAT, the CEO – to account, and ensuring financial probity). As charity trustees, they must also ensure they comply with charity law requirements.
10. Academy trusts are charitable companies and the trustees are company directors and must, therefore, comply with company law requirements. The most effective governance models recognise that the company members can use their powers to hold the trustees to account. Some separation between those serving as trustees and those serving as members is, therefore, desirable for achieving robust accountability. But there can also be a degree of overlap. The directors/trustees have the power to delegate the day to day governance of each academy to a sub-committee of the Board usually known as “a local governing body [LGB]”. The trustees have ultimate responsibility for all that the MAT does but it is usual for trustees in a MAT to delegate governance functions to varying degrees, according to the Trustees’ policy, to the local level.
11. The structure and governance proposal has been formulated after receiving expert legal advice, is consistent with DfE expectations, and is formulated in the pursuance of the Education Strategy’s objectives.
12. The existing MAT (City of London Academies [Southwark]) would ‘scale up’ to become the MAT for all of the City Corporation’s sole sponsored academies.
13. It is proposed that the City Corporation would have the right to appoint company members, who would be Common Councilmen. The company members would be appointed by the City Corporation as sponsor following an appropriate appointment process. It is proposed that the articles of association would permit those members to admit other members, which would be consistent with the DfE’s model articles. It is also proposed that the MAT board would be appointed by the City Corporation as sponsor.

14. MAT Trustees would hold the executive officers to account for the performance of the MAT, but they in turn would be accountable to the members of the trust, who would generally have a 'hands-off' role.
15. The MAT would be responsible for all of the City Corporation's sole sponsored academies, including those that are currently part of the existing MAT. The City of London will maintain its oversight of the MAT through its rights of appointment of company members and the majority of Directors/Trustees. In addition, the City Corporation may nominate governors for appointment by the trustees to the local governing bodies. The make-up of the local governing bodies will be a matter for the MAT Board (having regard to any government requirements e.g. inclusion of parent governors) which is yet to be determined.
16. Executive functions of the MAT would be led by the Chief Executive Officer, who would be accountable to the MAT trustees.
17. The initial structure of the MAT would resemble the diagram below (schools in green are merely expressions of interest at this stage, while the schools in blue are the co-sponsored academies and the dotted blue arrows therefore represent the partnership relationships that exist and do not denote a formal governance arrangement).

City of London Academies - MAT



Delegation of Authority

18. Trustees can decide to delegate all governance functions (usually within appropriate financial limits) to academies in the chain that are performing well and only a few to those academies that need greater support. A proposed schedule detailing the function and authority at each level is attached as Appendix 2. This provides substantial school governing body autonomy, with lines of accountability to the MAT to ensure adherence to the overall educational vision, mechanisms to deliver excellent student outcomes, and financial probity. These delegations can always be withdrawn in appropriate circumstances and it is proposed that such provision is included in the MAT governing documents.
19. It is vital that a MAT strikes the correct balance to ensure academies are able to exercise autonomy in their day-to-day operations, in the interests of their local communities, whilst ensuring there is proper accountability and support of the overall education strategy.

Regional Clusters

20. As the City Corporation has established academies in three London boroughs, namely: Islington, Southwark, and Hackney, setting up regional clusters would enable the City Corporation to focus on strengthening its commitment as a sponsor of existing academies, establish effective local governance structures, share resources within the geographical area creating a sustainable chain of City Corporation academies, and develop local partnership opportunities within the surrounding community. As they are both co-sponsored, the City Academy, Hackney and City of London Academy, Islington are standalone academies. The existing memoranda of understanding between the co-sponsors will be revised and maintained to continue to provide clarity as to the co-sponsors relationships and expectations.
21. All of the City Corporation's schools, including the three independent schools, come together once a term at the City Headteachers' Forum. Strong regional relationships have already been developed and it is intended that this grouping may take on a more formal role as a Heads Advisory Board.

Funding and Resources

23. The executive function of the MAT would be funded through top slicing. Typically this would be of the order of 2%, but the exact amount and any potential phasing of payments following the establishment of the revised MAT would be decided upon by the MAT trustees/directors.

Time Frame

22. It is proposed that these changes are made as soon as possible as they will provide effective lines of governance, accountability and control for the academies concerned. It is particularly important that this coherence is achieved prior to the opening phase of the new free schools. As the existing MAT is already in place, the proposed changes would be procedurally reasonably

straightforward to transition to a body which would encompass all the City's sole sponsored academies. If the proposal is approved, and is subsequently adopted, then the legal advice is that a start date for the re-convened MAT board could be as early as January 2016. While it is possible that a permanent Chief Executive could be in place by April 2016 and it is recommended that an interim appointment be made from the transition date.

Corporate & Strategic Implications

23. As Members consider the revised governance structure for City Corporation's sole sponsored academies it is important to note that their adoption will also effectively support the expansion of City Corporation's sole sponsored academies offer which would have strategic implications, such as the need for: an MAT Chief Executive Officer to lead (with the MAT Board of trustees) the MAT; additional central support services; increased demand for engagement with the City Corporation's broader educational offer; a need for additional governors; and additional funding allocations.

Conclusion

24. City Corporation is accountable for the performance of its sponsored/co-sponsored academies and the revised MAT arrangements will ensure clear governance and accountability structures are in place. It is recommended that Members endorse the proposal to establish a clear and shared vision for all of its schools, in this case, for its sole sponsored academies, by establishing one MAT that: reports to the Education Board; effectively delivers accountable leadership and governance of MAT academies; ensures that the statutory duties of the MAT and its academies are fulfilled. This will support the development of a MAT to provide coherence, stability, and the impetus for continuous improvement in sole sponsored City academies. The MAT will report to the Education Board which will retain oversight of the City Corporation's academies offer.

Appendices

- Appendix 1 – Academy Trusts: internal evaluation criteria
- Appendix 2 – Schedule of delegation
- Appendix 3 – Current Governance Structure for City Corporation academies

Mark Emmerson

Education Strategy Director

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Academy Trusts: internal evaluation criteria

The intention of this framework is to offer Academy Trusts, (specifically individual Converter Academies and small Multi-Academy Trusts) a set of criteria addressing both self-evaluation and a systematic approach to gaining robust and reliable knowledge about their Academies. Trustees will be able to use this evidence to provide appropriate challenge and support; they will be in a stronger position to make timely interventions, if necessary, in order to protect the quality of provision:

	SECTION	RAG 1 - 5	EVIDENCE TO SUPPORT YOUR JUDGEMENT	ACTION TO IMPROVE
Section A - Strategy				
1.	The Trust has an over-arching vision and a clearly articulated purpose relating to outstanding outcomes for pupils. Individual Academies within the Trust have been fully consulted and support the vision.			
2.	The Trust is outward-looking, demonstrating the ability to scan the national as well as the local horizon for change and development. Trustees regularly consider possible future scenarios in order to be as prepared as possible to deal with the unexpected.			
3.	The Trust uses strategic engagement with other Academies, providers including Teaching Schools and other organisations both to learn and to provide support where appropriate.			
4.	The Trust has a clear and transparent strategy to support improvement; it has defined its approach to monitoring, challenge, support and intervention.			
5.	The data the Trust collects are directly related to its vision and priorities and provide evidence of success or the need for intervention.			
6.	The Trust's top strategic objectives are linked to specific outcomes for pupils.			
7.	Strategic improvement planning covers the priority areas for the whole Trust.			
8.	The Trust's budget-setting processes are firmly based on an accurate and detailed review of needs. Financial planning is transparent, ensuring that resources are systematically allocated to identified priorities.			
9.	Academies use the Trust's strategic improvement plan as a structure for their own improvement plans, ensuring there are clear links between the Trust's vision and schools' delivery.			
10.	The Trust's strategic plan and priorities are regularly reviewed and updated. They reflect national priorities and the local context.			
11.	The Trust's brand promotes confidence in the communities it serves. Safeguarding is clearly articulated as a key priority for trustees. The Trust prioritises communication with its key stakeholders and works hard to find the right 'voice' to engage different and hard-to-reach groups.			
Section B - Accountability				
12.	There are clear lines of accountability from Academy staff to Principal to CEO to Trust Board to the Regional Schools Commissioner.			
13.	Management information systems permit rapid retrieval and use of data by those who need it to challenge and support.			
14.	The Trust Board has an appropriate range of skills, including, for example, expertise in finance, legal matters, premises and estates, IT/data and HR. The Board includes primary/secondary educational practitioners and those with knowledge of SEND.			
15.	There is an appropriate mix of members and trustees on the Board, and robust arrangements for recruiting, inducting and training. Although safeguarding is seen as everyone's responsibility, a trustee may be nominated to lead on this area to emphasise its importance.			
16.	Where delegation arrangements include local governing bodies or advisory boards, there are clear criteria for earned autonomy or intervention.			

Section C - Monitoring Performance/Supporting Improvement				
17.	All identified pupils' demographic groups, including pupils eligible for pupil premium funding, and sports funding demonstrate similar patterns of achievement. There is a published calendar of data collection so that the Trust can monitor the performance of its schools systematically.			
18.	Pupils make good progress in relation to their starting points across all areas and in each Academy in the Trust. An appropriate curriculum contributes to raising achievement across all areas of learning.			
19.	All the Trust's Academies meet the floor targets set by the government. The Trust intervenes swiftly and effectively when any aspect of an Academy's performance raises cause for concern.			
20.	The Trust has a detailed and accurate knowledge of good practice within its Academies; it uses expertise within its Academies to provide support whenever possible.			
21.	The Trust commissions high quality support when needed to improve identified underperformance and monitors the impact of any intervention. It ensures that support is flexible.			
22.	The Trust ensures that high quality outcomes are sustained through regular and reliable monitoring.			
Section D - Risk Management				
23.	The Trust identifies and manages risks to its own and schools' performance. Risks to performance and the responsibility for mitigating them are clearly identified in a risk register.			
24.	Risks are reviewed regularly and quick and effective action is taken where necessary. Risks could include: a drop in anticipated pupil numbers, a reduction in budget, unplanned building maintenance, achievement predictions well below target, a safeguarding risk, a poor or unexpected inspection outcome, long-term illness, recruitment difficulties, reputational risk.			
Section E - CPD and Performance Management				
25.	The Trust leads cross-academy CPD, school-to-school support and leadership development. It provides support from high-quality subject and management experts. Where external providers are used, there is rigorous quality assurance of their work.			
26.	The Trust monitors and can show the impact of the CPD that has been provided.			
27.	Training and development include opportunities for staff to move between schools.			
28.	There is effective training and development for administrative staff and support staff.			
29.	Teachers' contracts include a mobility clause and/or offer shared leadership roles. If a Trust includes a special school, any impact on contracts has been carefully considered.			
30.	The Trust and schools share and celebrate emerging examples of good practice.			
Section F - Future Development and Sustainability				
31.	The Trust has a business plan that specifies the rate of expansion it is aiming for. It identifies the potential driving forces for expansion. Where expansion may not be an immediate consideration, the Trust systematically considers its future development for its existing academies			
32.	The Trust has a strategy for building educational and leadership capacity ahead of need.			
33.	The Trust exercises due diligence processes to ascertain the level of support needed in a new partner academy, and has a clear view of the circumstances that would lead it to decline a sponsorship.			
34.	There are succession planning processes for key management positions (CEO/EP, Chair of Trust Board, directors of finance, HR, IT, members and directors, Principals and Vice Principals).			
35.	Key leadership criteria have been developed for each of the responsibilities above. Potential future leaders have been identified and plans made for their development.			
36.	The Trust has considered whether structural changes will be needed to support the admission of new academies.			
37.	The Trust has considered whether future plans potentially require a different or extended mix of skills in its Board.			

Schedule of delegation**Key**

Level 1	Members
Level 2	The City of London (MAT) "The Company"
Level 3	School Governing Body (LGB) / Executive Governing Body (EGB) and Sub-Committees

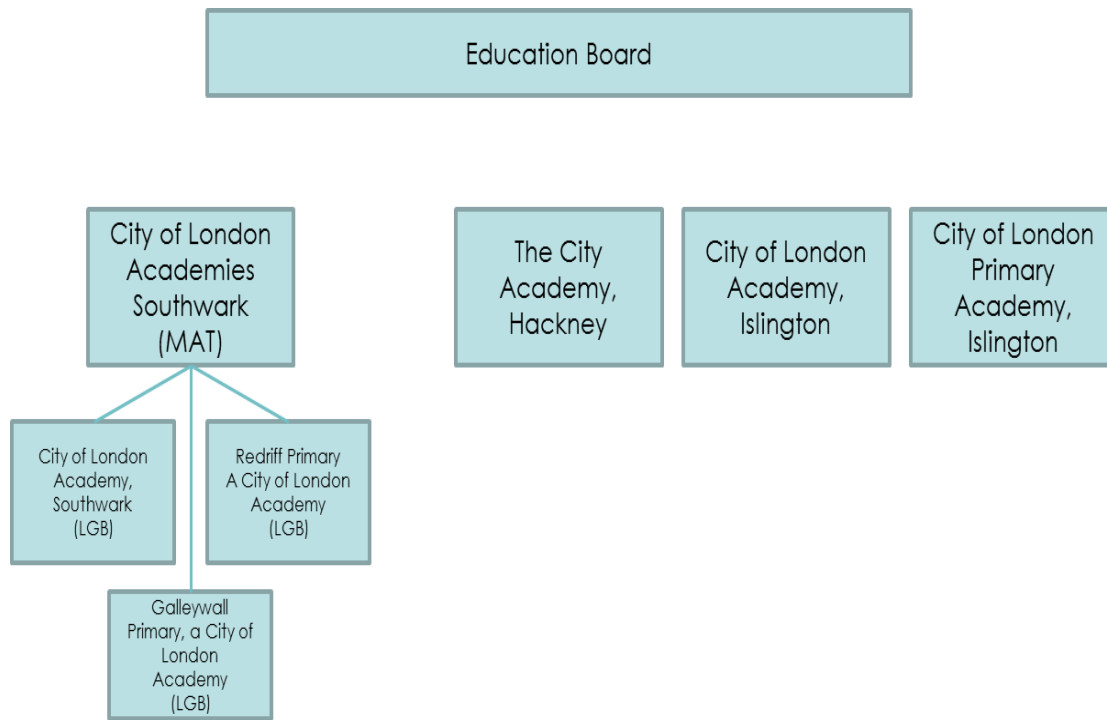
Key Function	No	Task	1	2	3
Governance	1.	Approve changes to the Trust Governance structure and Articles of Association Agreement	✓		
	2.	Recommend changes to the Trust Governance structure, Terms of Reference, Articles or Funding Agreement		✓	
	3.	Approve and/or remove Board Trustees if required	✓		
	4.	Ratify changes to the Scheme of Delegated Authority		✓	
	5.	Recommend changes to the Scheme of Delegated Authority			✓
	6.	Appoint the Chair and Vice Chair of the Company		✓	
	7.	Appoint the Chairs of Company Committees		✓	
	8.	Elect the Chairs of LGBs			✓
	9.	Elect the Chairs of LGB/sub committees			✓
	10.	Ratify the appointment of the Chairs of LGBs		✓	
	11.	Appoint Clerk to LGBs			✓
	12.	Ensure the appointment of appropriate named Governors for school Governing Bodies		✓	
	13.	Ratify the appointment of staff and parent governors			✓
	14.	Review performance of LGB		✓	
	15.	Suspend and/or dismiss LGB governors		✓	
	16.	Set up Register of Directors' and Governors' Business Interests		✓	
	17.	Approve Director's and Governors Expenses scheme		✓	
	18.	Appoint a Chief Executive Officer/Executive Headteacher (if required)		✓	
	19.	Appoint Company Secretary and Clerk		✓	
	20.	Appoint Accounting Officer or equivalent		✓	
	21.	Ratify changes impacting the ethos and vision of the Trust	✓		
	22.	Approve Company Budget plans for the coming year		✓	
	23.	Recommend Company Budget plan for financial year		✓	
	24.	Approve LGB Forecast for Current Year & following year Budget		✓	

Finance	25.	Recommend LGB Budget Plan for financial Year			✓
	26.	Monitor Company Budget at least termly		✓	
	27.	Monitor LGB Budget at least termly			✓
	28.	Monitor monthly expenditure			✓
	29.	Propose and agree LGB budget adjustments from £0 to £50,000, reporting to the MAT			✓
	30.	Agree LGB budget adjustments over £50,000		✓	
	31.	Propose financial, accounting and procurement policies		✓	
	32.	Adopt financial and procurement policies		✓	
	33.	Enter into contracts between £0 and £100,000			✓
	34.	Enter into contracts (above £100,000)		✓	
	35.	Tender and appoint auditors, subject to relevant member approval		✓	
	36.	Approve banking arrangements		✓	
	37.	Produce and review year end school accounts			✓
	38.	Produce and review year end MAT accounts		✓	
Staffing	39.	Approve school Headteacher appointments		✓	
	40.	Recommend appointment of school Headteacher			✓
	41.	Ratify School Deputy Headteacher appointment		✓	
	42.	Advise and recommend the Deputy Headteacher appointment			✓
	43.	Appointment of company staff (secretariat)		✓	
	44.	Participate in the appointment of company staff		✓	✓
	45.	Teaching staff appointments			✓
	46.	Propose staff, HR, pay, performance and disciplinary policies			✓
	47.	Approve staff, HR, pay, performance and disciplinary policies		✓	
	48.	Approve changes to school staffing structure (within agreed budget)			✓
	49.	Approve changes to company staffing structure including recruitment		✓	
	50.	Performance review of Chief Executive Officer/Executive Headteacher		✓	
	51.	Suspend/end the suspension of the Chief Executive Officer/Executive Headteacher		✓	
	52.	Dismiss the Chief Executive Officer/Executive Headteacher		✓	
	53.	Approve targets and objectives set for school Headteachers		✓	
	54.	Set targets/objectives for school Headteachers			✓
	55.	Undertake performance review of school Headteachers and report outcome to MAT			✓

	56.	Participate in Headteacher performance review			✓
	57.	Suspend/end suspension of a school Headteacher		✓	
	58.	Dismiss a school Headteacher or company staff		✓	
	59.	Suspension of other staff			✓
	60.	Ending suspension of other staff			✓
	61.	Dismissal of other staff			✓
	62.	Dismissal payments/early retirement		✓	✓
	63.	Performance review of other staff			✓
Performance and Curriculum	64.	Establish and implement curriculum policy			✓
	65.	Approve company development plan		✓	
	66.	Review progress against company development plan		✓	
	67.	Approve school development plan			✓
	68.	Review progress against school development plan			✓
	69.	Review progress across company against all Academy Development Plans		✓	
	70.	Approval of curriculum policy			✓
	71.	Propose performance and curriculum policies			✓
	72.	Responsibility for standards of teaching			✓
	73.	Provision of sex education			✓
	74.	Arrangements for collective worship			✓
	75.	Propose targets for pupil achievement			✓
	76.	Approve targets for pupil achievement			✓
	77.	Monitor targets for pupil achievement		✓	
	78.	Recommend, Report and Monitor targets for pupil achievement			✓
Discipline/ exclusions	79.	Approve pupil behaviour policies			✓
	80.	Monitor implementation of pupil behaviour policies			✓
	81.	Monitor issues associated with each schools implementation of pupil behaviour policies		✓	
	82.	Exclude a pupil more than 15 days or permanently			✓
	83.	Review exclusion on appeal		✓	
	84.	Direct reinstatement of excluded pupils after appeal		✓	
Admissions	85.	Consult on an admissions policy			✓
	86.	Propose admissions policy			✓
	87.	Approve admissions policy		✓	
	88.	Approve PAN annually, consulting with LGBs		✓	
	89.	Admissions: application decisions			✓

	90.	Approve admissions prospectus			✓
Insurance and Premises	91.	Provision of appropriate buildings and other relevant insurance (including Governors)		✓	✓
	92.	Approve premises related policies		✓	
	93.	Develop and recommend to MAT school maintenance strategy			✓
	94.	Develop and recommend to MAT capital strategy		✓	
Health and Safety and Risk	95.	Propose and approve a health and safety policy			✓
	96.	Monitor implementation of health and safety policy			✓
	97.	Approve a school risk management plan			✓
	98.	Monitor school risk management plan			✓
	99.	Monitor implementation of school risk management plans			✓
	100.	Approve company risk management plan		✓	
	101.	Monitor company risk management plan		✓	
School Organisation	102.	Approve business continuity plans		✓	
	103.	Monitor implementation of school business continuity plans			✓
	104.	Review company-wide implementation of school continuity plans		✓	
	105.	Recommend dates of school terms and holidays			✓
	106.	Approve dates of school terms and holidays		✓	
	107.	Ensure that school meets a minimum number of sessions in a school year			✓
School Meals	108.	Ensure that school lunch nutritional standards are met			✓
	109.	Ensure provision of free school meals to those pupils meeting the criteria, reporting back to the MAT			✓
	110.	Ensure the provision of universal free school meals offering to infant age pupils			✓
Extended	111.	Decide to offer additional activities and what form these should take, reporting back to the MAT			✓
	112.	Put in place and ensure delivery of services to be provided, reporting back to the MAT			✓
	113.	Monitoring of Extended Services		✓	
	114.	Cease providing extended school provision		✓	
Safeguarding	115.	Complete and maintain Single Central Record			✓
	116.	Appoint safeguarding governor			✓
	117.	Annual approval of school safeguarding review		✓	
	118.	Undertake annual review of school safeguarding			✓

Current Governance Structure for City academies



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<p>Committee(s) Education Board</p> <p>General Purposes Committee of Aldermen</p>	<p>Dated: 15 October 2015</p> <p>20 October 2015</p>
<p>Subject: Governance Arrangements at Christ's Hospital</p>	<p>Public</p>
<p>Report of: Town Clerk</p>	<p>For Information</p>

Summary

The purpose of this report is to advise Members of proposed changes in the governance arrangements being made by Christ's Hospital. The current governance structure is divided into two separate parts, one concerned with the running of the School and the other, the Foundation, with managing the endowment etc. It is proposed that with effect from September 2017, Christ's Hospital will operate as a single entity with a unitary board and management structure.

There may be implications for the City Corporation's involvement arising out of these changes which should become clearer as matters progress.

Recommendation(s)

- It is recommended that Members note the proposed changes to the governance of Christ's Hospital and instruct the Town Clerk to continue to liaise with the Christ's Hospital and report further on the implications for the City Corporation arising out of these changes.

Main Report

1. The City Corporation has a long association with Christ's Hospital, a School located in Sussex but originally in the City, in Newgate Street.

2. The current governance structure for Christ's Hospital is divided into two separate parts, namely, the School which delivers the education and the Foundation which provides the means for the School to do so. The School and Foundation are independent but enjoy a very close working relationship.

3. The Council of Almoners (which is the corporate Trustee of Christ's Hospital Foundation) currently consists of 13 Almoners. The Court of Aldermen has the right to appoint 4 Almoners who are currently Alderman Lord Mountevans, Alderman Alan Yarrow, Deputy Catherine McGuinness and Deputy Henry Pollard. Alderman Michael Mainelli is also an Almoner, but in his own right.

4. The School is administered by a Board of Governors. Deputy Catherine McGuinness is a member of the Board although not by virtue of an appointment by the City Corporation.

3. Although not part of the School's or the Foundation's governance arrangements, the City Corporation presents 1 child annually to the School who's selection and progress through the School is overseen by a Committee of Members together with Donation Governors. In addition, the Lord Mayor (Vice President) has the opportunity to present during his or her year of office.

4. The Clerk & Chief Executive of the Foundation approached the Town Clerk's Office during the summer to explain that the School's governance arrangements were under review. Subsequently, the School and the Foundation issued a statement which confirms that, with effect from 1 September 2017, the Foundation and the School plan to operate as a single organisation with a unitary board and management structure. The change will coincide with the arrival of a new Head Master/Mistress following the planned retirement of the current incumbent. A copy of the statement is attached at Appendix A.

5. Members are asked to note the proposed changes in the governance structures. As a result, there may be implications for the City Corporation's involvement in Christ's Hospital which are not clear at this stage, though Christ's Hospital envisages continued strong representation from the City in the future governance structure. It is, therefore, recommended that the Town Clerk should continue to liaise with the Christ's Hospital and report further on any implications for the City Corporation arising out of these changes when the position is known.

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