



Governance Strategy 2023-25



A place to thrive



Governance Strategy

Executive summary

Together we create ambitious and successful schools in which every child thrives.

In order for our schools to be ambitious and successful and ensure every child thrives, we require expert professional governance across the whole of Anthem Schools Trust (Anthem) which is holistic, robust and effective. Strong governance will help ensure we are a strong trust and will ensure effective quality assurance of Anthem's aligned education strategy.

Society is moving through a period of significant change, which requires adaptation of processes and new ways of working. The time is ripe for change to our governance structures. As a multi-academy trust we are not tied to the legalities of formal local governance as in the maintained sector. We can be bold, innovative and brave in our design. It is time for Anthem to lead the way with a new governance community across Anthem which is:

- Bold and brave and in line with our values of integrity, collaboration, and excellence.
- Based on what is right for now and our new education strategy, not what was done before.
- Clear - with defined responsibilities and no unnecessary overlap or duplication.
- Holistic – with information flowing effectively around Anthem to where it is needed, from classroom to boardroom and back again.
- Expert, professional and robust – providing quality assurance internally and externally.

Please refer to the diagram below which represents the **new governance community**.

Governance staff: There are three new roles with responsibility for governance within the governance community. The Director of Governance provides governance leadership and strategic oversight of all governance across Anthem, the Governance Manager conducts the operations of governance work, as well as being Clerk to the Trustees. The Governance Manager, in addition to co-ordinating the cohesive support to all ACCs from the Governance team, including from all clerks across the Trust, is tasked with reviewing and improving the processes for Trustee recruitment, induction, training opportunities and visits, to support direct engagement with our schools. The Governance Professional acts as Clerk to seven schools as well as providing administrative support for the new Collaborative Review Days.

The **Collaborative Review Days** (CRDs), are integral to the new governance strategy, working very much with schools to drive improvement in education standards, maximising attainment and building cultural, social and economic capital. The CRDs also offer a robust form of quality assurance for our education strategy. The CRDs are one-day visits by a team of internal education experts, from across Anthem national team and other Anthem schools, to review, support and challenge local level school provision. The purposes of the CRDs are as follows:

- **Deep dive:** Anthem can obtain on the ground knowledge of what is working well in each school at local level and can be shared across Anthem, and what is not working so well and needs support and additional resource.
- **Support and challenge:** targeted support and challenge where it is most needed to drive up standards.
- **Professional development for SLT and middle leaders:** staff can learn from other schools what is being done well and how improvements can be made, in addition to learning how to evaluate and help improve across settings.
- **Quality assurance:** Feeds back on the quality of education provision to the whole governance community and school community.

Schools are entitled to at least three CRDs per academic year, with the expectation that schools causing concern will receive six.

The robust quality assurance provided by the CRDs enables further creativity for local governance. A local governance stakeholder consultation group has been set up to seek out and incorporate the views of our governance community in the final local governance strategy, and to ensure all stakeholders are on board, involved in and supportive of the changes. Further to this consultation, **Anthem Community Councils (ACCs)** will replace the existing Anthem Local Governing Bodies.


The consultation process also enabled us to define four key ACC remits:

- Community (including the voice of students, staff, parents/carers and the community as well as climate change)
- Celebration
- Panel members (including permanent exclusion and suspension reviews, admission decisions, formal HR processes and Stage 4 complaint hearings)
- SEND and Inclusion, and Safeguarding

Each ACC will have the following ACC Champions who will work across the four remits above:

- Timi Champion (student voice)
- Staff Champion
- Parent/carer Champion
- Community Champion
- Sustainability and Climate Change Champion
- Send and Inclusion Champion
- Safeguarding Champion

We propose to remove some of the previous formalities, bureaucracy and duplication to provide additional time for more targeted support and collaborative working. There will be one ACC meeting each term in person at each school, together with a series of virtual **Champion Forums** for collaborative working and development across all our schools.



Timi Champions are student representatives named after a St Mark's Academy student who suggested we should have more student voice across the Anthem.

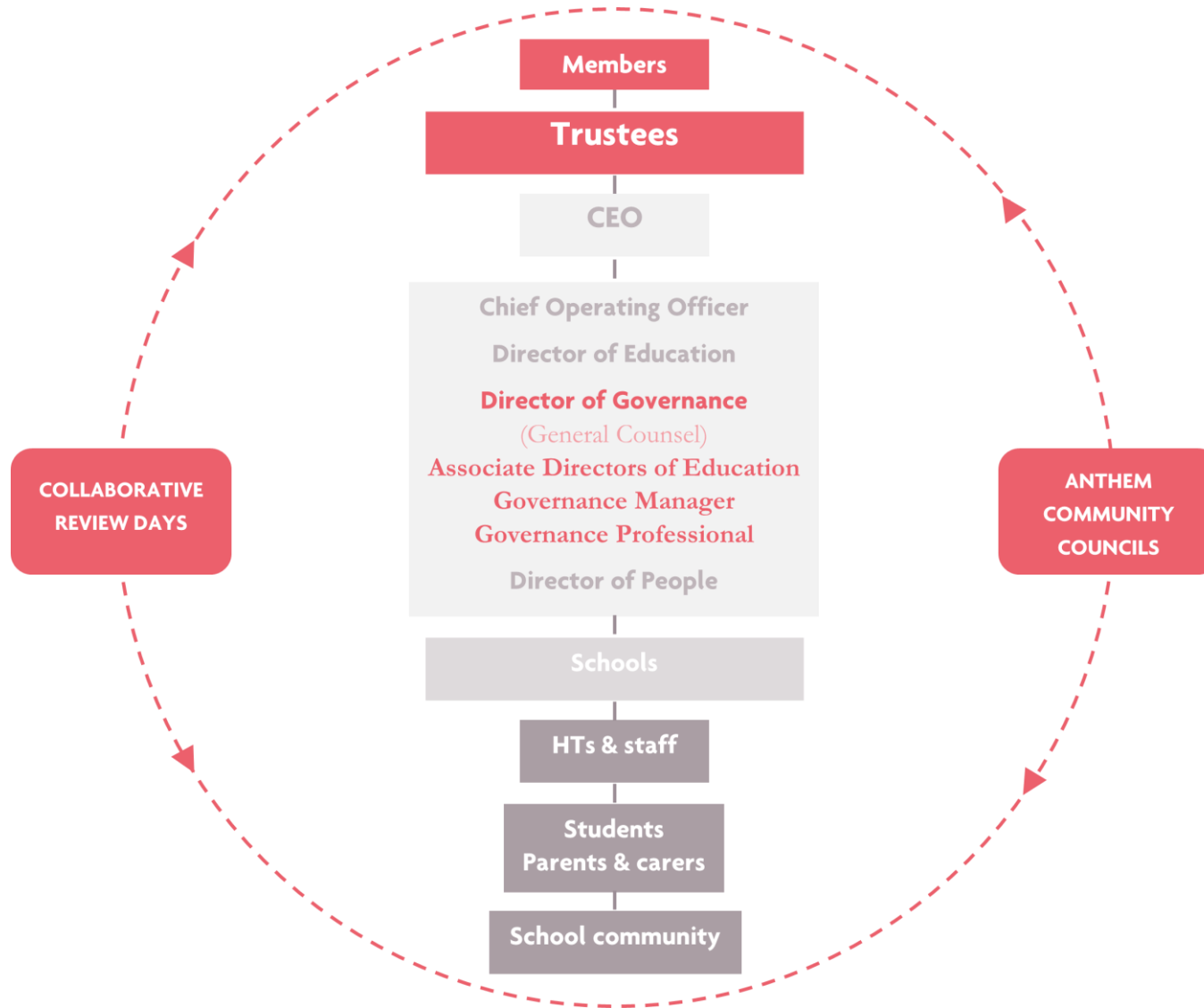
Prior to each ACC meeting, the ACC Champions will complete an ACC **Champion Report**, a brief summary of the important work they have been doing, planned actions, successes to be celebrated and lessons learned together, with a proposed success rating for that champion area. These reports will be presented and discussed at each ACC meeting, after the Headteacher provides a summary of the latest CRDs and updated School Development Plan (SDP). These success ratings will then be summarised in the **ACC Dashboard**.

The ACC Dashboard presents a visual summary of ACC input and findings together with key lessons learned and successes to be celebrated, and in time will also demonstrate ACC impact. The ACC Dashboard will be provided as a preparation document for every CRD and summarised for Trustees. In this way, the ACC information will continue to flow to the Executive Team, school leaders and ultimately Trustees. Areas of concern, requests for intervention, lessons learned or successes to be celebrated can easily and efficiently be fed back. School data flows back to ACCs via the CRD reporting mechanisms. It is proposed the Trustees will also produce a new **Trustee summary briefing** (which will note concerns heard and actions decided upon together with a recognition of successes), after every Full Board, which will help aid information to flow back from Trustees to the Executive Team, the National Team, the ACCs and school leaders. There will be a holistic flow of information across all stakeholders from the classroom to the boardroom and back again, as demonstrated by the governance community circular diagram below, enabling efficiency, robust quality assurance and ultimately for every student to thrive.

This governance review and strategy focuses at this time on local level governance. Whilst we have made some refinement to Trustee processes to ensure the governance system is holistic, a review and refinement of Trustee processes will be next on the governance team agenda.

After the governance community diagram below, this document sets out additional detail regarding the CRDs and ACCs and how they will work in practice. There is a summary table of key governance documentation, followed by a summary of how this plan will be implemented and rolled out. This document then sets out further detail about all workstreams within the governance community with a summary table followed by a summary of governance review mechanisms. This strategy is complemented by a more detailed implementation plan. The team also have a more detailed governance action log, which is the live working document.

The Governance Community



Collaborative Review Days



Integrity



Collaboration



Excellence

The Collaborative Review Days form part of the new Anthem governance strategy, **collaborating** with the rest of the governance community to provide **excellent** quality assurance and the raising of standards with **integrity**. The CRDs work very much with schools to drive improvement in education standards.

The purpose of the Collaborative Review Days:

- **Deep dive:** Anthem can obtain on the ground knowledge of what is working well and can be shared across Anthem schools, and what is not working so well and needs support and additional resource.
- **Support and challenge:** targeted support and challenge where it is most needed to drive up standards.
- **Professional development** for SLT and middle leaders: learn from other schools what is being done well and how improvements can be made in addition to learning how to evaluate and help improve across settings.
- **Quality assurance:** Feeds back on the quality of education provision to governance community and school community.

Practicalities and processes

The CRDs will include a team of staff from across Anthem, with the total size of the team being adapted to the size of school and level of need. Typically, the CRDs will include an ADE, HT/or a member of SLT from other Anthem schools, a representative from the ET (usually the DoE or COO) as well as one to two specialists most relevant to the key lines of enquiry (for example Head of SEND and Inclusion, Literacy Lead etc). For primaries, the CRD will be chaired by the ADE responsible for the other Anthem schools. For secondaries, there will be an external reviewer who will Chair the CRD, with support from the Secondary ADE. Trustees may join as desired as a more focused Trustee visit.

CRDs are scheduled to be once a term for every Anthem school, with additional CRDs for any schools requiring additional support. The CRD cycle is overseen by the DoE, with administrative support from the Governance Professional.

In advance of the CRD, the following will be prepared and submitted:

- School self-evaluation (SEF) (most recent version)
- School Development Plan (SDP) (most recent version)
- Pupil Premium Strategy
- CRD key lines of enquiry and timeline - with three to four key lines of enquiry agreed in advance between the HT and ADE. Key lines of enquiry to focus on areas in need of improvement and support. Initially these should be education rather than operation focused, although this will be flexible depending on need. Example key lines of enquiry could be attendance, curriculum etc.
- ACC Dashboard – this report will include input from all ACC Champion areas including parents/carers, students (via the Timi rep), staff and the local community.

The CRD will include focused, on the ground, deep dives into the three to four key lines of enquiry, looking to validate the self-evaluation. The focus will be narrow to enable properly targeted support. The CRD board will work in close collaboration with the HT and school staff – very much a ‘done with’ rather than a ‘done to’ approach. The day will be supportive, and the team will always act with integrity.

The CRD will conclude with a verbal collaborative feedback session with the HT, SLT and ADE. Within 48 hours the Chair of the CRD board will provide a Post CRD Feedback Report, based on the Anthem template. Five days after being issued with this report, the HT and ADE will feedback on the report with a Post CRD Action Plan and updated SDP, including a summary of the action being taken in response to any recommendations made by the CRD board. The ADE and DoE will oversee the progress being made. The school’s Post CRD Feedback report will be shared with the ACC to provide a circular feedback loop, provide quality assurance and encourage collaborative working.

The ADE will feedback on the CRDs for their schools via a Performance Board Meeting (PBM) with the DoE and CEO, producing a PBM Report in advance for their schools.

The DoE will collate the CRD reports and PBM reports for all 16 schools and provide a CRD Executive Summary, based on the Anthem CRD Executive Summary Report template. This will then be shared and discussed with the CEO. Once approved, the CRD Executive Summary can then be used to share with Trustees via the Education Committee who in turn will report back to the Full Board. The full CRD school reports can also be accessed by Trustees, Executive Team and the relevant ACC.

The CRD Handbook provides guidance on the purpose and processes for all involved in CRDs.

Anthem Community Councils

The robust quality assurance provided by the CRDs enables further creativity for local governance. A local governance stakeholder consultation group was successfully set up to ensure all stakeholders are on board, involved in and supportive of the local governance improvements we are now in a position to make. Further to the consultation, Anthem Community Councils (ACCs) will replace the existing Anthem Local Governing Bodies.



Integrity



Collaboration



Excellence

The ACCs form part of the bold new Anthem governance strategy, collaborating with the rest of the governance community to provide excellent quality assurance and the raising of standards with integrity.

Anthem is a national organisation which values local expertise and partnerships and recognises the important role it plays within the varied local communities it serves. We need local help to ensure our schools are at the heart of their local community and we need local support to ensure each school's individual context is known, understood, and celebrated. We will also be able to provide better education provision together, if we have complementary local help with certain key Champion areas including safeguarding, SEND and inclusion, climate change and panel membership. We recognise the value of our ACC Members as independent local voices with a passion to make a difference and in an ideal position to provide this help. Our new local governance strategy is professional, efficient and clear with defined responsibilities to make the most of our invaluable ACC Members who have committed to volunteering their time and their local expertise.

The ACC process is designed to enable local people to get involved in the life of the school and its standing in the community, helping to run celebration events, inputting into communications about the school, and making links with local businesses, local councils and services in the community. It is also intended to be a sounding board for the school and the national team – to gauge the opinions and ideas of parents/carers, students, staff and the community and to help us all work together collaboratively. We propose to remove duplication, inefficiency and unnecessary bureaucracy and replace with more user

friendly, holistic and efficient processes across our schools. Running through the strategy is also a commitment to celebrating successes, raising the profile of schools and Anthem and sharing innovation and lessons learned across the Trust.

Further to the consultation, the ACC will have four key remits:

1. **Community:** ensuring strong local connections and networks, making sure that the students maximise on local opportunities by finding ways to keep the school at the heart of the community and acting as a key link between the community, the school, and the Anthem. ACC Members will act as **Anthem Ambassadors**, supporting Anthem schools, the National Team and the local community at all times to help Anthem to be seen as a positive force for good, working together and building connections with other Anthem schools. ACC Members are crucial in ensuring that both the school and the National Team are informed of local context and stakeholder needs and supported to meet those needs.

As part of this community remit, the ACC will be responsible for looking at:

- The experience of a **child** in an Anthem school. Are they happy, safe, and well educated?
 - The experience of **staff** employed by the Anthem to work in an Anthem school? How are they supported and developed?
 - The experience of a **parent or carer** who chooses or who may choose to send their child to an Anthem school. How are they communicated with? What are their views? How do they articulate concerns?
 - The links with the **community** surrounding the school. How is the school perceived? How can relationships be fostered to benefit the community and the school?
 - **Climate change and sustainability.** What is the school doing to support our next generations with climate change? What more can we do? How can we link more with the local community for this purpose?
2. **Celebration:** to help to make sure that celebration of staff, students, and parents/carers remains a priority for the school, and to find the best ways to do this in the school, the community and across Anthem.
 3. **SEND, inclusion and safeguarding:** additional monitoring and input to support local level SEND and inclusion and safeguarding provision.
 4. **Panel members:** focused support by fully trained ACC Members with permanent exclusion and suspension reviews, out of cohort admission decisions, formal HR processes and Stage 4 complaint hearings.

ACC Champions

To support our four remits set out above, our Chairs will be supported to ensure each ACC Member is assigned to one or more of the following ACC Champions:

- Timi Champion (student voice – at least two).
- Staff Champion (at least one).
- Parent/Carer Champion (at least two).
- Community Champion (at least two, ideally two - four).
- Climate Change and Sustainability Champion (at least one).
- SEND and Inclusion Champion (at least one).
- Safeguarding Champion (at least one).

The Champion roles are central to the practical running of the ACC. The Champions will take a lead on championing for their area, working closely with the same Champions from other Anthem schools, as well as linked national team staff and relevant people within the school and local community (for example the PTA, student council, local councils, local charities etc).

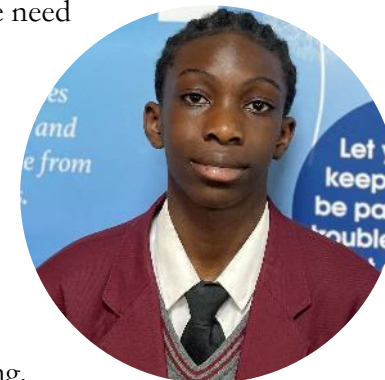
Champions for each specific area will be brought together via virtual Champion forums between once and twice a year (we will seek further feedback during the roll out to determine the frequency). The forums will be hosted by the Governance Manager and there will be a range of external and internal training, peer to peer training, support and sharing of successes, ideas and lessons learned, relevant to the Champion area. We will link into the forums the relevant national team and school staff for close collaboration as well as to avoid duplication. These forums will help encourage collaborative working, sharing of resources, ideas and learning as well as providing support.

To encourage focus and efficiency of valued volunteered time, each ACC Champion will complete an ACC Champion Report to be submitted a week before the termly ACC meeting. The brief report will be based on a set template and kept to one page. It will set out:

- A summary of work and collaboration which has been done that term.
- Any success to be celebrated.
- Any lessons to be learned.
- A set of SMART actions going forwards.
- A proposed success rating for that Champion area for that term.

Timi Champions

Oluwatimilehin Oyedele – known as Timi - is a courageous student from St Marks who bravely suggested to our CEO that we need more student voice across Anthem. From this suggestion, we developed the Timi Champion role. Students are at the heart of everything we do, and we agree that it is essential that their voice is heard, genuinely and with impact, at every level of Anthem. Each ACC, primary and secondary, will have two Timi Champions to help champion student voice, appointed in collaboration with the Headteacher. Being a Timi Champion will be an excellent learning experience for our students – they will receive bespoke training and support to carry out the role as well as peer to peer support, via the Timi Champion Forums. Timi Champions will gather student voice feedback by connecting with the student council, as well as through other resources which may include Anthem and local school student surveys and student ‘drop-ins’. The specifics will be developed on an ongoing basis with the Timi Champions through the forums. Timi Champions will be associate ACC Members and will only have responsibility for the first three remits, not the fourth, and do not need to stay for the full length of the ACC meeting.



Practicalities and processes

Each school will have one ACC and all ACCs will be connected through the ACC community. There will be a new ACC Handbook which will include a new ACC Terms of Reference and will set out clearly the remit of the ACC and the Champion areas. The Handbook will also include a Code of Conduct for ACC Members and will detail the process by which a person can become an ACC member and how they can be removed. The ACC Handbook will also include an induction programme, training opportunities and details about the Champion areas and forums.

Each ACC will have one Chair and one Vice-chair as well as the ACC Champions listed above. Each school has unique requirements, and each ACC has unique membership, so, whilst the Champion roles above should be covered, we recognise that there will need to be some flexibility in how ACC's delegate these responsibilities. The ACC Members will be joined at each ACC meeting by the Headteacher and the Clerk, and in attendance throughout the year may also be the ADE, the Governance Manager, and a Trustee.

The ACC will have four meetings a year. The first will be a briefing for the year with input from the Anthem governance team and the next three will be once per term. In addition, there will be the Champion Forums mentioned above and an annual virtual Anthem Governance conference where all ACC Members will be invited, together with Anthem leaders and external speakers.

Governance calendar and agenda

There will be a governance calendar managed by the Governance Manager to ensure strategic coverage of all remit areas over the year, to coincide with the CRDs and Trustee calendar. This will be complemented by a template agenda for every ACC meeting, aligned to this calendar.

In advance of every ACC meeting, the ACC Champions will submit their Champion Reports which will be shared via Governor Hub for all ACC Members to pre-read. Also submitted for pre-reading will be the latest Post CRD Feedback Report.

Each ACC meeting will begin with an overview of the latest CRD and outcome, presented by the Headteacher, who will also take questions regarding this from ACC Members. The ACC Champions will then take turns to briefly present and discuss their Champion Report (for content, see ACC Champion section above). Each ACC Champion will propose a success rating for their Champion area which will then be discussed, moderated, and agreed by the ACC.

The agreed Champion area success ratings will be summarised on the ACC Dashboard. The ACC Dashboard presents a visual summary of ACC input and findings, together with key lessons learned and successes to be celebrated and, in time, will also demonstrate ACC impact. We are working with IT to produce the dashboard, but it is likely to include:

- Statistics on ACC attendance, actions completed and live actions.
- Success ratings for each ACC Champion area.
- Successes to be celebrated.
- Lessons learned.
- CRD progress.
- Impact progression.

Behind the ACC dashboard will be a spreadsheet which will provide the detail behind the dashboard, including challenge raised, actions completed and live actions.

The ACC Dashboard will be provided as a preparation document for every CRD. The dashboard data will also be fed back by the Governance Manager to the national team via the National Team Function Rep Dashboard. In these ways, the ACC information will continue to flow to the Executive Team, school leaders and ultimately Trustees. Areas of concern, requests for intervention, lessons learned or successes to be celebrated can easily and efficiently be fed back. School data flows back to ACCs via the CRD reporting mechanisms. It is proposed the Trustees will also produce a new **Trustee summary briefing** (which will note concerns heard, actions decided upon together with a recognition of successes) after every Full Board which will help aid information to flow back from Trustees to the Executive Team, the National Team, the ACCs and school leaders. There will be a holistic flow of information across all stakeholders around Anthem Schools Trust, as demonstrated by the governance community circular diagram above, enabling efficiency, robust quality assurance and ultimately for every student to thrive.

Resources and training

The ACC Members all have access to Governor Hub where they may access the governance documentation, advice and guidance as well as messages from the national team. They can also use this forum for peer-to-peer support.

Anthem will develop an interactive induction programme for each new ACC member and will provide access to an ongoing training programme via National College and our new Anthem Institute. This will include training on all types of panel membership including the various HR processes (such as grievance, disciplinary), as well as GDC, admissions and Stage 4 complaints panel training. We are creating a new panel membership log, on which every ACC member is listed and training and participation for every type of panel will be recorded. This log will help clerks, and others who need to arrange panels, easily access a list of suitably trained panel members for each specific type of panel. This panel training will be an excellent professional development opportunity for ACC Members as well as being incredibly useful for the efficient running of our schools.

This online training will be complemented by the Forums, which as mentioned above, will provide additional opportunity for training and development (internally and externally), as well as peer to peer support, networking and information and idea sharing.

Key governance documentation

Documentation	For use by	Purpose	Lead <i>(responsible for drafting then keeping updated)</i>
Scheme of Delegation	All	Clarify responsibilities for all	Chair of Trustees, with DoG and GM support
Trustee Terms of Reference	Trustees	Clarify Trustee responsibilities and remit. In addition, specific ToR for Safeguarding and SEND and Inclusion link Trustees.	DoG, GM
ACC Handbook	ACCMs, Clerks	Provide ACC with information required to fulfil role, Code of Conduct, induction and training details, processes on appointing new ACCM and removing an ACCM. Includes template: - <ul style="list-style-type: none"> • ACC Dashboard and action log • ACC Terms of Reference 	GM

ACC Dashboard	CRDs ACCMs Clerks	The ACC Dashboard presents a visual summary of ACC input and findings together with key lessons learned and successes to be celebrated, and in time will also demonstrate ACC impact.	Clerks, GM
ACC Champion Report	ACCMs	One page report including a summary of work and collaboration which has been done that term, any success to be celebrated, any lessons to be learned, a set of SMART actions going forwards and a proposed success rating for that Champion area for that term	ACC Champions
CRD Handbook	CRD board	Clarifies purpose and remit of CRDs. Provides practical information on procedures and processes and templates to be used. Includes example key lines of enquiry. Includes the following templates and examples: <ul style="list-style-type: none"> • Post CRD Feedback Report • CRD Executive Summary 	DoE
ADE Dashboard	ACCs	Dashboard containing success ratings for key areas, monitored by ADE	ADE

Implementation

This strategy is complemented by an overview implementation plan which sets out the implementation steps and timescales. The governance team also have a detailed governance action log which sets out all specific and detailed steps which have been, and will be taken, to fully roll out and sustain this new governance strategy.

The draft governance strategy was reviewed and agreed with the Full Board of Trustees on 18 May 2023. The CRD element of the strategy was piloted over Summer Term 2023 and full roll out of CRDs commenced in September 2023. The CRD schedule has now been set and agreed for the 2023-24 year. The ACC element of the strategy was then fully consulted on across all Trust stakeholders during Summer Term 2023. The consultation has so far consisted of:

- Everyone included: an open invitation for all involved in governance in any capacity across the Trust to take part in the consultation.
- Meeting 1: A kick-off meeting with stakeholder consultation group to share and discuss the draft new governance strategy.
- Detailed survey: Consisting of 35 questions covering key aspect of local governance, capturing quantitative and qualitative responses (28 participants).

- Meeting 2: A feedback meeting with stakeholder consultation group to discuss key themes emerging from meeting 1 and the survey.

The strategy design was reviewed and amended further to consultation feedback over the summer of 2023. The amendments to the strategy post consultation were reviewed and agreed with the Chair of Trustees on 7 September 2023. The amended governance strategy will then be presented to the Full Board of Trustees on 17 October 2023. In between the 7 September and 17 October 2023, we will have a transitional phase where we start to move across to the new ACC process, with policies and documents being amended and produced and the local governance communication plan rolled out. In summary the local governance communication plan includes:

- Feedback to stakeholder consultation group to introduce the final version of the new strategy that they helped shape.
- Executive Team strategy day – 6 September 2023.
- Feedback and further thank you to Timi – September 2023.
- Announcing the new plan to stakeholder groups:
 - Chairs via Chairs’ Forum (w/c 18 September 2023).
 - Clerks via Clerks’ Forum (w/c 18 September 2023).
 - All ACC Members via Governor Hub then ACC meetings w/c (18 September 2023).
 - Headteachers via Heads Connect (21 September 2023).
 - School Staff via Headteachers (21 September 2023).
 - National Team Staff via National Team Connect (3 October 2023) and National Team operations day (16 October 2023).
 - Students via Headteachers and Student Councils (various times).
 - Parents/carers via Headteachers, school newsletters and PTAs.
 - Community via national and local press.
 - Diocese via direct communication.
- Training and support to ACC Members:
 - ACC first meeting – Governance Team in attendance (25 September – 13 October 2023).
 - Champion Forums - scheduled (16 – 20 October 2023).
 - ACC second meeting – Governance Team in attendance (13 November – 1 December 2023).
 - Anthem National Governance Conference.

In this transition phase there will be an additional ACC meeting for all schools, which a member of the Anthem national Governance Team will attend. The new strategy and processes will be explained and further feedback for ongoing refinement will be sought. The new ACC strategy will then be fully in place after 17 October 2023, ready for the next ACC meetings during November 2023.

Governance workstreams

	CRDs	ACCs	Trustees	Members
Focus	<ul style="list-style-type: none"> • Deep dive – key lines of enquiry • Support and challenge • Professional development • Quality assurance 	<ul style="list-style-type: none"> • Community engagement • Celebration of successes • Panel members • SEND and Safeguarding 	Top layer of governance across Anthem – strategic oversight and quality assurance	Foundation layer of governance across Anthem – eyes on, hands off
Required for (by law)	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Exclusion reviews (GDCs) • Elected parent/carer representatives (x2) 	<ul style="list-style-type: none"> • Body required by charity law, company law (legal directors) • Responsibilities set by education law, charity law, company law • Legal responsibility for conducting the business of the Anthem • Performance management of CEO • SEND and Safeguarding Trustees legally required 	<ul style="list-style-type: none"> • Body required by company law, charity law • Responsibilities set by company law, charity law – exercise their powers to further the Anthem’s charitable objects • Appointing and removing Trustees • Setting/amending Articles of Association and company name, winding Anthem up. • Holding Trustees to account for the successful governance of the Anthem
Frequency	Once a term per school, more frequently (up to 6) if school requires additional support	1 x start of year ACC briefing (2023)	F/B 5 x a year, plus committee meetings. Mix of online and in-person.	Annual General Meeting (AGM)

	CRDs	ACCs	Trustees	Members
		<p>3 x meetings, once a term – no sub-Councils</p> <p>1 x Anthem national governance conference (online)</p> <p>1-2 yearly ACC Champion forums (online)</p> <p>1-2 yearly Chairs’ Forum (online)</p> <p>1-2 yearly Clerks Forum (online)</p>		
Attendance	<p>Primary: ADE (primary) from other school</p> <p>Secondary: External reviewer, with support from ADE (secondary)</p> <p>Plus: HT or SLT member from other Anthem schools, Anthem specialist/lead as per key lines of enquiry. ET rep may be invited dep on need. For secondaries, an external reviewer will chair the CRDs and the CEO and DoE will quality assure throughout the year.</p>	<p>ACC Members</p> <p>Clerk</p> <p>Headteacher</p> <p>ADE (1 x per year, more if required)</p> <p>Trustee Governance link (1 x per year)</p> <p>National Team – depending on focus and as needed</p>	<p>Trustees, CEO, Executive Team and guests.</p> <p>Governance Manager as Clerk.</p>	<p>Members. CEO and Executive Team may be invited to attend</p>

	CRDs	ACCs	Trustees	Members
Committees and link roles	N/A	ACC Champions, as above	Education, Audit and risk, People, Finance In addition: <ul style="list-style-type: none"> • Safeguarding link Trustee • SEND and Inclusion Link Trustee Note: Each Trustee to be linked with a school for more focused understanding and support	N/A
Key documents	In advance: CRD Handbook, School self-assessment (SEF), ACC Dashboard, School development plan (SDP), Pupil Premium Strategy, CRD key lines of enquiry and timeline, ADE Dashboard After: Post CRD Feedback Report, Post CRD Action Plan, PBM Report, CRD Executive Summary	External: Governance Handbook, Academies Handbook Internal: ACC Handbook including ToR, Code of Conduct etc, Scheme of Delegation, Anthem templates and toolkits In advance: Post CRD Report, ADE Dashboard, School SDP, Champion Reports After: ACC Dashboard, including action plans	External: Governance Handbook, Academies Handbook Internal: Trustee ToRs (for each committee and link role), Scheme of Delegation, Funding Agreement In advance: CRD Executive Summary, ACC Dashboard After: Trustee minutes, Trustee Summary Briefing	External: Governance Handbook, Academies Handbook Anthem: Articles of Association, audited Annual Reports

	CRDs	ACCs	Trustees	Members
Managed by	DoE to oversee the cycle of CRDs, with admin support from Governance Professional. Nominated ADE to chair/oversee each CRD.	Chair, supported by Governance Professional/clerk – reporting to Governance Manager. Overseen by DoG.	Chair, supported by Governance Manager as Clerk, DoG and CEO.	Member appointed Chair, supported by Governance Manager acting as Clerk
Reports back via	<p>On the day: verbal feedback to HT and ADE. 48 hours after CRD, Chair produces Post CRD Feedback Report. Within 5 working days of this, HT produces the post CRD Action Plan and updates their SDP then provides to DoE.</p> <p>Performance Board Meetings (PBM): ADEs feed-back to DoE and CEO CRD findings for their schools via PBM Report</p> <p>DoE to collate data and provide CRD Executive Summary to present to CEO and Trustees.</p> <p>CRD Reports also shared with ET, HTs and ACCs.</p>	<p>ACC Dashboard, to include action log</p> <p>ACC Champion Reports</p>	<p>Trustee Committee meetings and Full Board meeting – published.</p> <p>Trustee Summary Briefing after every Full Board.</p>	AGM



Governance review

This governance strategy has been designed by the Director of Governance with support by the Governance Manager. External review and support has been provided by David Moran, Red Lodge Learning as an ongoing process.

During the roll-out of the strategy (as per above), and throughout this process, we will continue to seek and listen to feedback and make refinements to the strategy as we progress. We will keep the local governance stakeholder consultation group live for ongoing review and feedback. We will arrange an external governance audit in 2024-25 to ensure a full review of the governance strategy and to highlight any areas which could be further refined and improved.