

EFFECTIVE GOVERNANCE CHECKLIST

#	Criterion	Grading 1 (high) to 4 (low)	Comment / source of evidence (as appropriate)	Action for Development Plan (where appropriate)
1	The Trust Board carries out an annual audit of the skills of its members	1	Trustees have been selected on the basis of their experience & suitability for key governance functions. The website is updated on an annual basis with information about governance which includes but is not limited to: the scheme of delegation, the structure of governance, the biographies of each person within these groups and the effectiveness of governance. See website: https://hasmoneanmat.org.uk/governance/	This effectiveness governance self-evaluation checklist will be carried out on an annual basis.
2	Members of the Trust Board have the correct skills for the job	1	Hasmonean's governors are a highly educated, very experienced group of professionals, with a diverse and relevant set of skills, as their biographies on our website demonstrate: https://hasmoneanmat.org.uk/multi/wp-content/uploads/2019/11/About-our-governors-and-trustees.pdf	The MAT Trust Board and its constituent schools' two local governing bodies were established in May 2019. The Chair of Trustees and Chairs of the two school's Local Governing Bodies will monitor the performance and effectiveness of their respective groups, identifying and addressing any gaps in skills, training and effectiveness.
3	Trustees understand their roles and responsibilities	3	The following training will take place for all trustees and governors: <ul style="list-style-type: none"> • Level 1 safeguarding • Prevent • Read and digested Keeping Children Safe in Education and the MAT's Safeguarding Policy • Training in trustees' and governors' responsibilities from the NGA and by the local authority 	The Clerk to the Trustees will arrange for the training to take place. The Chair of Trustees and Chairs of the two school's Local Governing Bodies will ensure members of their respective groups attend the appropriate

			Individual training will also take place for governors/ trustees in regard to their specific roles e.g. Level 3 safeguarding for safeguarding governors and SEND training for SEND link governors.	training by the end of the academic year 2019-2020.
4	The Chair provides effective leadership for the Trust Board	2	<p>The MAT Trust Board and its constituent schools' two local governing bodies were established in May 2019.</p> <p>The Chair of Trustees will monitor the performance and effectiveness of the Trust board identifying and addressing any gaps in skills, training and effectiveness.</p> <p>Since the Chair's appointment, we have achieved financial stability & agreed a revised budget with the ESfA, have embarked on a strategic review of the MAT's schools to ensure a common strategic purpose, have agreed key operational objectives for 19/20 and will be undertaking both curriculum and operational structure reviews in 19/20.</p> <p>The Chair of Trustees and Chairs of the two school's Local Governing Bodies have also ensured that their respective groups have been informed of the school's current position in terms of its effectiveness (educationally and financially) and are working with the Executive Leadership Team and their respective groups to establish key performance indicators for the future.</p>	The effectiveness of the Chair of Trustees and Chairs of the two school's Local Governing Bodies will be demonstrated over the coming academic year (as the MAT was only established in May 2019).
5	Trustees attend training to fill gaps in their knowledge and skills	2	<p>The Chair of Trustees and Chairs of the two school's Local Governing Bodies will monitor the performance and effectiveness of their respective groups, identifying and addressing any gaps in skills, training and effectiveness</p> <p>The Clerk to the Trustees keeps records of training attended by governors.</p>	The Chair of the MAT is arranging for trustees to receive appropriate training over the coming academic year.
6	Succession planning prepares Trustees well for new roles	2	The previous Chairs of Governors of the predecessor SAT and the CEO arranged for the new Chair of Governors of the MAT to be given key documents e.g. the SEF, SDP, governing body minutes and all relevant data before being appointed.	The Chair of the Governing Body has arranged for all new trustees and governors to receive key information about the MAT and for all to receive appropriate training.
7	The chair of Trustees, LGBs and committee Chairs are re-elected each year	1	This can be evidenced through minutes of meetings.	
8	Trustees keep up to date with and discuss national developments in respect of governance	2	<p>The Chair of Trustees and Chairs of the two school's Local Governing Bodies will ensure members of their respective groups attend the appropriate training by the end of the academic year 2019-2020 to bring them up to speed with national developments</p> <p>Changes to guidance both within the Academies Financial Handbook are shared with the Trust Board and Finance Committees.</p>	The Chair of the Governing Body is arranging for trustees governors to receive appropriate training over the coming academic year.
9	The size, composition and committee structure of the Trust Board is conducive to effective working	1	The MAT has been constituted with Trustees who contribute key knowledge and experience in different areas. The size is defined to allow for effective meetings but also to have enough Trustees to sit on the necessary committees. The structure of the trust and its sub-committees ensures that decision making is undertaken by those most suitable based on 1 st hand knowledge and experience.	
10	Meetings are professionally	1	This can be evidenced through minutes of meetings.	

	clerked and run efficiently			
11	Trustees receive relevant and timely information to enable effective discussions at meetings	1	Emails trails demonstrate that papers are submitted in advance of meetings and the papers themselves contain detailed information on relevant topics.	
12	Minutes effectively capture the key points of meetings, particularly the quality of challenge from Trustees	2	Minutes do effectively capture the key points of meetings. The Chair of Trustees and Chairs of the two school's Local Governing Bodies will ensure members of their respective groups offer sufficient challenge and that this is captured by the clerks.	Governors and trustees will need to be reminded by the Chairs to continue to offer increased challenge and for this to be recorded by the clerks.
13	Every member of the Trust Board and LGBs makes a regular contribution	2	This will need to be monitored by the respective Chairs over the first year of the MAT's operation. A document which sets out links between trustees and local governors with school staff in regard to all of the school's operations is currently being completed to ensure that as much first hand evidence is elicited as possible.	The links document needs to be completed and the meetings between trustees/ governors and staff then needs to take place.
14	The Trust Board formally evaluates its performance	1	The Trust Board and LGBs are committed to undertaking this self-evaluation on an annual basis.	
15	Findings from the evaluation inform a Trust Board development plan	1	Action points from this evaluation will form the development plan for future years.	This document acts as a development plan for the Trust Board and LGBs.
16	The Trust Board is a driving force in the development of the school's vision and ethos and its long- term aims	2	Trustees are soon to be presented with a development plan for the MAT proposed by the CEO and Chair of Trustees. Minutes of Trust Board and LGB meetings, the CEO's Performance Management Objectives and the CEO's report to the Trust Board and Headteachers' reports to the LGBs will then reflect stakeholders' aspirations for the MAT and its constituent schools.	The development plan for the MAT will serve as evidence that the Trust Board is a driving force in the development of the school's vision and ethos and its long- term aims.
17	Systems are in place for Trustees to ensure that the MAT's and school's development plans reflects these aims	2	Once agreed by the Chair of Trustees and Chairs of LGBS, the development plans will be shared with the Trust Board and LGBs to ensure that they can keep track of progress at Trust Board/ LGB meetings. Key strategic initiatives will have clear, measurable goals set against an agreed timetable for completion. Interim reviews will occur periodically.	The development plans for the MAT and its constituent schools will serve as evidence that the Trust Board is a driving force in the development of the school's vision and ethos and its long- term aims.
18	The Trust Board's activities and agenda setting are driven by the strategic planning cycle	2	Trustees and governors are assigned to key aspects of the school's self-evaluation and development planning. Meetings are scheduled for governors to meet with the key staff responsible for the specific areas. What should be included in different committee reports has been reviewed to ensure that agendas are driven by the strategic planning cycle (as evidenced in our LGB/ school links document).	LGB/ school links meetings need to take place in a timely fashion throughout the MAT's first year of operation.
19	Trustees are able to identify ways in which they have	2	The effectiveness of trustees and governors will be demonstrated over the coming academic year (as the MAT was only established in May 2019). Notes and action points from trustees/	The ways in which they trustees and governors have

	contributed actively to school improvement		governors meetings with Senior Leaders and from Learning Walks are kept by the clerks to the LGBs and Trust Board.	contributed actively to school improvement will be demonstrated over the coming academic year (as the MAT was only established in May 2019).
20	Governors understand the school's performance data well enough to properly hold school leaders to account	1	Minutes of LGB meetings show that very in-depth reporting takes place with regard to all aspects of school performance. They will also demonstrate that the areas for development arising out of data analysis form a key part of the school development plan and SEF. Specific governors are linked to specific members of SLT to discuss these areas in further detail. Notes and action points from these meetings will be kept on file by the clerks to the LGBs. Assistant Headteacher – Data and Curriculum undertook a training session for Governors to ensure that they understood the school's performance data.	
21	Trustees track use of pupil premium and understand its impact on outcomes	2	Specific local governors are being given responsibility for this area and the area is reported on at LGB meetings in depth.	The LGB/ school links meeting document records which local governors have responsibility for this area.
22	Trustees/ local governors understand and are able to discuss the relative performance of different groups in the MAT	1	This is reported on at length at local governing body meetings, as minutes and papers of meetings demonstrate. SLT members also meet with a governor to discuss data analysis in detail.	
23	Trustees ensure that the CEO's performance management targets address key school priorities	1	The CEO's Performance Management Objectives arise directly out of the MAT development plan and Operational Objectives 19/20 which reflects Trustees' aspirations for the MAT.	
24	Trustees ensure there are robust and effective appraisal systems in place for all staff	2	A Pay Committee has been appointed to ensure the procedures outlined in the Pay Policy are rigorously followed.	The Pay Committee needs to continue to ensure procedures are rigorously followed. A list of action points following each quality assurance review is produced each year to further refine the process.
25	Trustees and local governors know how good the teaching in the school is and what is being done to improve it	1	This is reported on at LGB meetings and Trust Board meetings. A dashboard has been created which collates teacher observation scores, pupil progress scores by teacher, any complaints in relation to a teachers' practice and their status (i.e. whether they are receiving extra support etc.) which can be sorted by department and by learning area.	
26	Trustees and local governors ensure that there is a broad and	2	The local governing body that has been appointed for each is now responsible for making decisions affecting the curriculum and educational provision at their respective schools. The Trust Board of the MAT oversees regulatory compliance with regard to the Equality duty and the	The curricula for each school is being reviewed over the course of 2019-2020, as minutes of

	balanced curriculum, which promotes fundamental British values at each school		breadth and balance of the curriculum at each school. The curriculum content is currently being considered by the local governing bodies and the views of a range of stakeholders will be sought as part of the consultation to review the curriculum for each school. In making decisions on the curriculum content for each school, MAT's trustees will be mindful of the equality issues and will consider the impact of the curriculum with regard to the Public Sector Equality Duty. Trustees will take on board the views of consultees on any relevant issues relating to the possible impact the curriculum on those persons with protected characteristics under the legislation. Trustees will also have due regard to the need to advance equality of opportunity and foster good relations between persons who share a 'relevant protected characteristic' and persons who do not, and in this regard all the views expressed from consultees on this issue will also be considered.	LGB meetings demonstrate.
27	Trustees ensure that financial management systems are robust and ensure best value for money	1	The Chair of the Finance Committee who is a MAT Trustee ensured that the MAT's CEO and Head of Finance and premises are rigorously held to account with regard to the financial management of the MAT, as minutes of Finance Committee meetings demonstrate. We have achieved a positive financial outlook despite year on year decreases in per pupil funding and rising NI and pension costs. We have implemented a cost saving plan which saved over £750k by: increasing class sizes; increasing the number of periods teachers teach from 24 to 25 periods per week; reducing the number of subjects we offer at GCSE and A level. Our Inaugural digital campaign for 2018-2019 which raised £1m and raised £750k donation from a Jewish charity to enable us to build reserves. According to our audited accounts, we entered 2018-2019 with a carry forward deficit of £286,881 but we now have a carry forward surplus of £605,664 as we move into 2019-2020.	
28	There is an effective Pay Committee that meets pay decisions for teaching staff annually before 31st October to make pay decisions for teaching staff	2	Much work has been done by the newly appointed Head of Finance to ensure that staff costs are clearly reported and by Associate Senior Leaders to implement the new pay policy in a timely and effective way. Due to the nature of the Jewish calendar, in some years pay decision meetings will be implemented by December 31 st rather than Oct 31 st .	
29	Trustees know how good pupil behaviour is and what is being done to improve it	1	This is reported on at local governing body meetings. A new behavior policy has just been introduced in September 2019 after a full consultation with all stakeholders and is currently under review.	
30	Trustees fulfil their statutory duties in respect of safeguarding and health and safety	2	We have a very experienced 'senior' safeguarding governor who is training and inducting two new safeguarding governors at each school. The senior safeguarding governor is also the compliance manager at another school in Barnet where she gives safeguarding training to their staff. Prior to this she was on Barnet's Child Safeguarding Board. She is a qualified solicitor who works for Coram Child Law advice centre. An annual safeguarding audit is carried out and the Single Central Record (SCR) is also annually reviewed by ELT, by governors and by Barnet. Our Health and Safety Policy has been updated and an audit has been carried out and submitted to the local authority.	Health and safety/ compliance is now a standing item on the finance and premises committee agenda to ensure that this area receives constant focus. Safeguarding is also a regular feature on the LGB meeting agendas, as is the SCR on the HR Committee agenda.
31	A range of formal and informal systems are in	2	Two parent governors have been appointed to each local governing body who will invite parents to discuss any concerns or questions they may have with them. Regular surveys about different	Each year a schedule of surveys needs to be completed for each

	place to obtain the views of pupils, parents and staff		areas are carried out over the course of each year with different stakeholders e.g. in regard to the curriculum or staff exit surveys. Parents of children who have left the school are being interviewed about their decisions to have their children educated elsewhere. The LGB/ staff links document also supports this process.	forthcoming year by the LGBs of each school.
32	Stakeholder views inform trustees ' decision making	2	Two governors have responsibility for handling parental concerns at each school. Staff, student and parent questionnaires are sent out to elicit feedback on key areas. Questionnaires are used to inform future planning.	Each year a schedule of surveys needs to be completed for each forthcoming year by the LGBs of each school and used to inform future planning in a more systematic way.
33	There is regular reporting to parents and the local community	1	E-news is used to report to parents and the local community about a variety of issues on a weekly basis. Hasmonian Highlights is also sent out to inform stakeholders about the school's activities. Pupil progress reports are also sent out to parents.	All communication with parents
34	Relationships within the Trust Board/ Local Governing Bodies and between them and school staff are good and reflect mutual respect	1	This is palpable at Trust Board and Local Governing Body meetings and at other committee meetings. The Executive Leadership Team feel privileged to have such a highly qualified and experienced Trust board and LGBs working so hard for the school; they offer challenge but discharge their duties fairly, often devoting many, many hours of their time to the school.	
35	Trustees are available to the school and participate regularly in activities beyond meetings	1	In addition to timetabled committee and full governing body meetings, the following meetings also take place: <ul style="list-style-type: none"> • Weekly face-to-face meetings between the CEO and the Chair of Governors • Regular meetings between the Chairs of the Local Governing Bodies and the Headteachers of each academy • Fortnightly finance meetings • Fortnightly fundraising meetings • Regular meetings between ELT/SLT/ other staff and the governors assigned to their specific areas • Learning walks, 6th form working party visits to other schools 	

COMPLETED AND REVIEWED BY: Andrew McClusky – CEO
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DATE: November 2019
NEXT REVIEW: November 2020