

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 and governors 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/ The review of Finance and Governance by the ESFA in January 2020 had a positive outcome with only minor recommendations (copies of the report and the response available on request from the Clerk to the Trustees).	This effectiveness governance self-evaluation checklist will continue to be carried out on an annual basis.
2	Members of the Trust Board have the correct skills for the job	1	Hasmonean's Trustees 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/wp-content/uploads/2021/07/About-our-Trustees-Governors.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 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	2	The following training takes place for all trustees and governors: <ul style="list-style-type: none"> • Level 1 safeguarding • Prevent 	The Clerk to the Trustees arranges for training to take place.

			<ul style="list-style-type: none"> Read and digested Keeping Children Safe in Education and the MAT's Safeguarding Policy Training in trustees' and governors' responsibilities e.g. by the NGA /SSAT/ local authority <p>Individual training also takes 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.</p>	The Chair of Trustees and Chairs of the two school's Local Governing Bodies ensure that members attend appropriate training, though this needs to happen in a more timely fashion for some.
4	The Chair provides effective leadership for the Trust Board	1	<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 in May 2019, the MAT has achieved financial stability. The Board has also undertaken a strategic review of the MAT's schools to devise a document that outlines its ethos, vision and values as well as its strategic objectives and operational objectives. Curriculum reviews have taken place at both schools and an operational review took place in 2021/22, as well as a series of other third party review e.g. of Safeguarding and SEND.</p>	The effectiveness of the Chair of Trustees and Chairs of the two school's Local Governing Bodies can be evidence by third party operational reviews and by the annual review of the MATS operational objectives (which also serve as the CEO's performance management objectives and are cascaded into the school development plans and other employees' performance management objectives).
5	Trustees attend training to fill gaps in their knowledge and skills	2	The Chair of Trustees and Chairs of the two school's Local Governing Bodies monitor the performance and effectiveness of their respective groups, identifying and addressing any gaps in skills, training and effectiveness. For example, the NGA and SSAT have been asked to prepare key governors in preparation for anticipated Ofsted inspections. The Clerk to the Trustees keeps records of training attended.	The Chair of the MAT and Chairs of the LGBs arrange for trustees and governors to receive appropriate training as and when needed, though this needs to happen in a more timely fashion.
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. New governors/ trustees are supported by more experienced governors/ trustees in fulfilling their roles.	The Chair of the MAT and Chairs of the LGBs arrange for trustees and governors to receive appropriate induction and training as and when needed.
7	The chair of Trustees, LGBs and committee Chairs are re-elected each year	2	The Chairs need to be re-elected each year.	We must ensure that this is on the agenda as a standing item for each meeting at the beginning of the year to avoid this being overlooked.

8	Trustees keep up to date with and discuss national developments in respect of governance	2	The Chair of Trustees and Chairs of the two school's Local Governing Bodies ensured members of their respective groups attend the appropriate training to bring them up to speed with national developments. For example, the NGA has prepared key governors and trustees for anticipated Ofsted inspections and key governors - e.g. for SEND - also attend additional training in addition to statutory training. Changes to guidance both within the Academies Financial Handbook are shared with the Trust Board and Finance Committees as evidenced by the minutes of meetings.	The Chair of the MAT and Chairs of the LGBs arrange for trustees and governors to receive appropriate training as and when needed.
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 the most appropriate people. An ESFA governance and finance review and a separate operational review by an experienced SRMA have also taken place to review this area.	
10	Meetings are professionally clerked and run efficiently	1	This can be evidenced through minutes of meetings. A professional and experienced clerking company – London Governance – is now on board to undertake this role.	We have appointed a qualified and experienced clerking company to undertake this role
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 is monitored by the respective Chairs of the MAT and LGBs. A document which sets out links between trustees and local governors with school staff in regard to all of the school's operations captures as much first hand evidence as possible for the purposes of triangulation.	The governor/ school links document needs to be updated to fill all remaining gaps and the meetings between trustees/ governors and staff then needs to resume on a regular basis once it is safe to do so.
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	1	The Board has undertaken a strategic review of the MAT's schools to devise a document that outlines its ethos, vision and values as well as its strategic objectives and operational objectives. The performance of the MAT and its schools is reported on at the beginning of each academic year and at the AGM and other MAT Board meetings.	The Trust Board has created key performance indicators to drive forward continuous improvement.

	aims		Minutes of Trust Board and LGB meetings, the CEO's performance management objectives and the CEO's report to the Trust Board and the Headteachers' reports to the LGBs reflect stakeholders' aspirations for the MAT and its constituent schools.	
17	Systems are in place for Trustees to ensure that the MAT's and school's development plans reflects these aims	2	The MAT's operational objectives and schools' development plans are shared with the Trust Board and LGBs to ensure that they can keep track of progress at Trust Board/ LGB meetings. Key initiatives have clear, measurable goals set against an agreed timetable for completion.	The operational objectives for the MAT and the development plans for its constituent schools 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). However, the cycle need to include more budgeting meetings to ensure enough time for important decision making.	LGB/ school links meetings need to take place in a timely fashion. The planning cycle need to include more budgeting meetings to ensure enough time for important decision making.
19	Trustees are able to identify ways in which they have contributed actively to school improvement	2	The effectiveness of trustees and governors can be evidence by minutes and action points from trustees/ governors meetings with Senior Leaders and from Learning Walks. These are kept by the clerks to the LGBs and Trust Board.	The ways in which the trustees and governors have contributed actively to school improvement is kept on file by the clerk.
20	Governors understand the school's performance data well enough to properly hold school leaders to account	1	Minutes of MAT and LGB meetings show that very in-depth reporting takes place with regard to all aspects of school performance. They also demonstrate that the areas for development arising out of data analysis form a key part of the school development plans and SEFs. Specific governors are linked to specific members of SLT to discuss these areas in further detail. Notes and action points from these meetings is kept on file by the clerks to the LGBs. Assistant Headteacher – Data and Curriculum has trained Governors to ensure that they understood the school's performance data and this has been discussed with the MAT Board by the CEO.	
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	1	The CEO's Performance Management Objectives arise directly out of the MAT development plan	

	CEO's performance management targets address key school priorities		and Operational Objectives which reflects Trustees' aspirations for the MAT.	
24	Trustees ensure there are robust and effective appraisal systems in place for all staff	2	The Pay Committee ensures the procedures outlined in the Pay Policy are rigorously followed as records demonstrate.	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 anonymized teacher progress data, pupil progress scores, any complaints and their status (i.e. whether they are receiving extra support etc.) Third party reviews are also undertaken e.g. by the SSAT's Education Lead and Barnet's Network Inspectors and Safeguarding Leads.	
26	Trustees and local governors ensure that there is a broad and balanced curriculum, which promotes fundamental British values at each school	2	The local governing body that has been appointed for each school is 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 breadth and balance of the curriculum at each school. The curriculum content has been reviewed 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 have been mindful of the equality issues and have considered the impact of the curriculum with regard to the Public Sector Equality Duty. Extra time for KS3 as well as RSE, PSHE and personal development in general has been added to the curriculum as a result of the consultations.	The curricula for each school has been reviewed via a stakeholder consultation, as minutes of LGB meetings demonstrate.
27	Trustees ensure that financial management systems are robust and ensure best value for money	1	The review of Finance and Governance by the ESFA in January 2020 had a positive outcome with only minor recommendations (copies of the report and the response available on request from the Clerk to the Trustees). The MAT's most recent external audits and internal scrutiny reports have also been very positive. The Trust had healthy reserves and an in-year surplus in its last set of accounts. A third party operational review also took place in 2021/22 to ensure the organisation can run as efficiently and effectively as possible.	Continue to closely monitor the MAT's finances at Finance Committee and MAT Board meetings.
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 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	It is reported on at LGB meetings, was focused on as part of the curriculum Deep Dives and is a features in the 2021-2024 MAT objectives. A third party behaviour review is also being arrange for late 2022/ the academic year 22/23.	
30	Trustees fulfil their	1	We have a very experienced 'senior' safeguarding governor who is training and	Health and safety/ compliance

	statutory duties in respect of safeguarding and health and safety		<p>inducting two new safeguarding governors at each school.</p> <p>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. However, she is leaving at the end of the academic year 2021/22 and a robust and effective handover needs to take place before the end of the year.</p> <p>Our Health and Safety Policy has been updated and an audit has been carried out and submitted to the local authority.</p>	<p>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/ MAT Board meeting agendas, as is the SCR on the HR Committee agenda.</p> <p>A robust and effective safeguarding handover needs to take place before the end of 2021/22.</p>
31	A range of formal and informal systems are in place to obtain the views of pupils, parents and staff	2	<p>Two parent governors are appointed to each local governing body. Regular surveys about different areas are carried out over the course of each year with different stakeholders e.g. in regard to the curriculum, staff exit surveys and COVID 19 online learning arrangements. The LGB/ staff links document also supports this process.</p> <p>Regular student surveys are devised to ensure feedback is obtained on the quality of the schools' provision e.g. in regard to safeguarding and quality of education.</p> <p>A Staff Forum has been created which is Chaired by the Staff Governors to channel views/ concerns that they have to the CEO and HR Committee.</p>	Each year a schedule of surveys needs to be completed for each forthcoming year by the LGBs of each school.
32	Stakeholder views inform trustees' decision making	2	<p>Staff, student and parent questionnaires are sent out to elicit feedback on key areas. Questionnaires are used to inform future planning. Formal consultations also take place e.g. in regard to de-amalgamation, admissions and the schools' curricula.</p>	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	<p>E-news is used to report to parents and the local community about a variety of issues on a weekly basis. Hasmonean Highlights is also sent out to inform stakeholders about the school's activities. Pupil progress reports are also sent out to parents. Video is increasingly used to disseminate school highlights.</p>	All communication with parents is regularly reviewed.
34	Relationships within the Trust Board/ Local Governing Bodies and between them and school staff are good and reflect	2	<p>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. When tensions do arise, meetings take place to re-establish harmony.</p>	

	mutual respect			
35	Trustees are available to the school and participate regularly in activities beyond meetings	1	<p>In addition to timetabled committee and full governing body meetings, the following meetings also take place:</p> <ul style="list-style-type: none"> • Weekly meetings between the CEO and the Chair of Governors • Regular meetings between the Chairs of the Local Governing Bodies and the Headteachers of each school • Weekly finance meetings • Regular meetings between ELT/SLT/ other staff and the governors assigned to their specific areas • Learning walks • Staff/ governor familiarization meetings (governors bring in food and invite staff to celebrate their successes at lunchtime) 	

COMPLETED AND REVIEWED BY: Andrew McClusky - CEO
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DATE: May 2022

NEXT REVIEW: May 2023