



MEMORANDUM OF UNDERSTANDING FOR THE ROBINSWOOD ACADEMY TRUST PLUS STRUCTURE AND GOVERNANCE GUIDE

MAT

The MAT is ultimately accountable and responsible for the performance of schools in the chain. The MAT will agree to delegate as much or as little power down to the advisory bodies or local governing bodies of the schools involved, which allows it to decide where power should sit according to the circumstances of the schools involved.

The Robinswood Academy Trust, as a company, has entered the funding agreement with the secretary of state and is thus legally responsible both to the secretary of state and to parents and pupils for the running of the academy.

The functions of the Robinswood MAT will include:

- Overseeing the achievement of the objectives of the company / schools
- Agreeing and supporting the memorandum of understanding as a key document both in its inception and the future of the Trust (see App1 below)
- From the above agreeing with HT and leadership teams the strategic vision and ethos of the schools and on a regular basis appropriate priorities for achieving these
- Taking part in annual and extraordinary general meetings
- Appointing some of the governors
- Signing off the company's financial accounts and annual report
- Power to amend the Articles of the company and, ultimately, to remove the governors/directors

GOVERNING BODIES OF ROBINSWOOD MAT

Definition of core role

There needs to be a clear description of how a governing body undertakes the core strategic role. It is about understanding the context, community and challenges of the school; understanding the information provided by the school data not just in terms of standards but also in terms of benchmarking across a range of activities; and about asking searching questions to understand how the school is responding to the needs of all pupils and the issues raised by the data. **It is not to get involved in any kind of operational activity apart from that outlined below.**

As a result the Board of The Robinswood Academy Trust will act as outlined below:

Strategically to:

1. Agree with HT and leadership team the strategic vision and ethos of the school and on a regular basis appropriate priorities for achieving these
2. Hold the school to account through meetings with the Headteacher, access to reports and succinct focused data, including statistics on quality of teaching, behaviour, attendance, standards, progress and achievement of all pupils, quarterly budget reports. Share with Head / SLT innovations to be introduced to school aimed at improving aspects of the schools' performance.

Operationally to:

1. Review and manage the performance of the Headteacher on a regular basis using all available data and other relevant information
2. Appoint a new Headteacher

Appendix 1

Memorandum of Understanding

This Memorandum of Understanding signifies a statement of intention in relation to the function of The Robinswood Academy Trust and how it will develop in the future.

It recognises the intention of The Robinswood Academy Trust, and its partners, to co-operate and explore further developments in the way that they work together with a view to establishing a purpose is to enhance the education and well-being of pupils at, initially, Robinswood and Waterwells Primary Schools and the wider communities of Matson and Kingsway.

The Robinswood Academy Trust will work with its schools to ensure that they continue to enhance the learning capacity and improve the achievement, emotional health and well-being of all – pupils, staff, parents, the wider community and Trust partners

Specifically this will involve:

- Encouraging active participation in continuing to enhance the high quality professional development of staff through the well-established processes in place and look to constantly improve upon current practice – see our Coaching and Mentoring systems
- A realization that the best teachers should be in the classrooms teaching the children and not sat in offices fulfilling tasks which others could be doing
- Continuing to increase achievement and well-being for all whatever their current status

Understanding and ensuring that successful education must be based upon the following key elements, which are expanded upon within a number of other learning documents developed through the schools:

1. All learning is dependent upon the cultures of 'First Class Basics' and Professional Dialogue of the highest order and these will be at the heart of whatever is done
 2. A school must have key beliefs which drive all it does; these are not just articulated but pervade the activities of the schools – **Children must be literate and numerate; we teach them to think and develop the highest possible self-esteem.**
 3. Promoting the key beliefs of the school and enabling them to be living, dynamic processes
- Building partnerships which are robust, educative, efficient and sustainable learning communities

- Work within our own organisations and link with appropriate agencies to ensure that this work is focused upon required outcomes and support is developed in terms of emotional / social care needs in direct connection with their learning needs
- Continue to build upon the work of the school to ensure that the drive for development of staff ensures that the succession planning is an integral part of what takes place each day
- Develop the positive nature of visioning, promoting these strategies which are employed successfully in other areas of learning
- Continue to develop the culture of personal success for all and the idea that Every Person Matters
- Encourage through a variety of mediums such as Human Givens, the inclusion and development of effective approaches to mental and emotional health and well-being for pupils, staff, parents and wider community
- The use of the above in developing schools with sustainable effective approaches to emotional well-being for all members of the schools' community
- Engage in further research to support the above and develop improving strategies to achieve these ends. This includes all our efforts relating to the impact of social enterprise both within the curriculum and for the benefit of the wider community