



On Board:

Induction for new multi-academy
trust non-executive directors

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Lord Agnew Kt DL

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Dear Sir/Madam,

Congratulations on your appointment to the board of a multi-academy trust.

I would like to welcome you as a new 'Academy Ambassador' and thank you for taking a step to improve education and the life chances of young people.

I wish you every success. Your role could not be more important. The board you have joined has the task of creating a better future for the schools' pupils. **Improving the life-chances of young people and the skills of school leavers is critical to the UK's social and economic success.**

There are today 1.9 million more children in good and outstanding schools than in 2010, as well as record numbers of young people in education or training and more disadvantaged pupils going to university. And earlier this month a new study revealed that England is rising up the international literacy league table.

If disadvantaged pupils in all English regions performed as well as disadvantaged pupils in London, this would lead to an overall economic benefit of around £20 billion in present value terms.

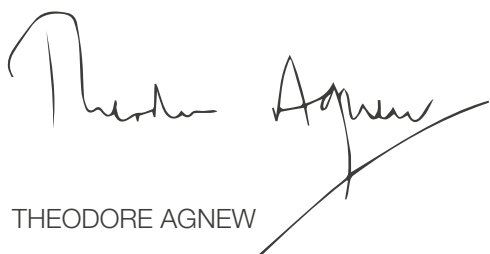
This 'On Board' pack and the induction that you receive from the trust should help you adjust to what may be a new sector with its own language and culture. Go into this role knowing that your expertise and business skills will be of invaluable assistance. Good school leaders will welcome your scrutiny, challenge and support.

When I was Chair of the Inspiration Trust, the greatest lesson I learnt was to treat the board as you would the board of a business. The only difference is that you are not trying to make a profit –instead keep the phrase 'to deliver an outstanding education for our pupils' in your mind. I could not have predicted how rewarding it would be to see the impact of an outstanding trust on young people's lives.

If you feel there are parts of the board recruitment programme that could be improved or you see structural issues in the MATs you are supporting, please do feedback your views to the Academy Ambassadors team.

I look forward to meeting at the various networking events in the year ahead and to hear about your experience.

Best wishes,



THEODORE AGNEW

Essentials for the first 100 days for newly appointed Academy Trust Board Members

A wealth of information is available for new academy trust board members. Selected below are the first steps that board members have said helped them to have impact more quickly.

First priorities:

1. Familiarise yourself with the trust vision, strategy and recent developments

Most trust websites should have information on ethos, performance and news. Find out key dates (board meeting dates and key trust events e.g. AGM, school events, Academy Ambassadors events <https://www.academyambassadors.org/business-leaders/events-and-academy-visits> and establish a main point of contact - either the Clerk or Company Secretary.

2. Check the academic performance of the trust

Performance data on each school in the trust is available on the Department for Education (DfE) site and can be brought up by searching on the trust name. Data includes comparisons to national average: <https://www.compare-school-performance.service.gov.uk/> and also download our free guide on how to be a NED <https://www.academyambassadors.org/resources/how-be-ned>

Before your first board meeting:

3. Meet key trust personnel

Get biographies of board and senior trust staff. Most new board members choose to meet the Chair and CEO one-to-one and most Finance Committee Members meet the CFO. '21 Questions for MAT Trustees' gives areas for discussion. <https://www.academyambassadors.org/resources/twenty-one-questions-multi-academy-trusts>

4. Request key papers from the trust

Essential background reading will include: minutes and papers of past year's meetings; trust strategy/operation plan; links to core policies; Articles of Association; board/committee terms of reference; the scheme of delegation and current financial statement. Request the most recent audit management letter - particularly noting number and type of 'high risk' points, if you sit on the finance committee.

5. Understand the essentials of school performance

The chapters in this guide provide a short introduction to academy data and finances.

6. Understand expectations and norms

Many Academy Ambassadors focus on financial performance and benchmarking their trust. This Education and Skills Funding Agency note sets out the main indicators and norms to gauge trust performance.

<https://www.academyambassadors.org/resources/guide-efa>

Essentials for the first 100 days for newly appointed Academy Trust Board Members

7. Learn the language of education

The glossary from the National Governance Association, included in this guide, explains education terminology. <https://www.academyambassadors.org/resources/glossary>

Your legal checks (DBS, DOI) should also be completed by the trust ahead of the first meeting.

Before your second board meeting:

8. Visit a school outside a meeting of the board

Visiting a school allows you to see the trust in action and to see and check whether the vision is shared by staff and has become a reality in the classroom. Meet with the local governor or headteacher of at least one of the trust academies.

9. Request training

If the trust has not yet scheduled induction training, request a 1-2 hour meeting either one-to-one or alongside any other new board members – on educational performance data and how these are presented by the trust. A

guide to further DfE funded training is available at the end of this guide.

Further reading:

10. Read the developmental questions for multi-academy trusts (bold)

MAT development guidance from the DfE looks at school improvement, developing people, governance, risk management, finance and school resource management. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722985/MAT_Development_Programme_2018_resource.pdf

11. Check essential sections of the Governance Handbook from the Department for Education

This provides a guide to the core functions of the board - setting vision and strategic direction; holding the executive to account; overseeing financial performance and the role of objective data. It has detailed guidance on structures; conduct; board improvement and inspection; pupils; parents; safeguarding; personnel; admissions; premises; finances and accountability. Also flick forwards to know what is available in the handbook and read the section on safeguarding (p. 61).

<https://www.gov.uk/government/publications/governance-handbook>

12. Scan over the DfE Academies Financial Handbook

The rules of academy finances are contained here, including: roles and responsibilities in financial oversight and financial planning; monitoring and reporting; internal control; proper and regular use of public funds; managing the General Annual Grant (GAG); audit requirements and investigation of fraud, theft and/or irregularity.

<https://www.gov.uk/government/publications/academies-financial-handbook>

Essentials for the first 100 days for newly appointed Academy Trust Board Members

Within six months:

13. Understand the context

Most Chairs will want to meet key regulatory authorities such as Regional Schools Commissioner, Education and Skills Funding Agency and, for Church schools, a member of the Diocesan Board. Some board members will want to have linked with another local academy trust, employer or HE institution.

14. Learn from world-class trusts

Multi-academy trusts are increasingly sharing their knowledge. Find out about leading trusts approaches to governance; financial stewardship; driving performance and a range of other topics via Academy Ambassadors resources: www.academyambassadors.org/resources - and Academy Ambassadors 'on board' events with speakers from leading MATs.

15. Find out more

Register with Governance Groups – the National Governance Association and The Key.



The NGA <http://www.nga.org.uk/> is the representative body for state-funded school governors and trustees throughout England – most schools are members and on registration free access is available to the NGA Guidance Centre on registration.



The Key for School Governors <https://schoolgovernors.thekeysupport.com/> is the national information service that provides governors with instant answers to questions on all aspects of school governance.

Essentials for the first 100 days

The Nolan Principles of public life

Non-executive directors/trustees in the public sector need to have an understanding and acceptance of the legal duties, responsibilities and liabilities of trusteeship and adhere to Nolan's seven principles of public life.

1. Selflessness

Holders of public office should act solely in terms of the public interest.

2. Integrity

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

3. Objectivity

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

4. Accountability

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

5. Openness

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

6. Honesty

Holders of public office should be truthful.

7. Leadership

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Revenue funding at mainstream academies

Academies are publically accountable, independent schools. They are funded by the Education and Skills Funding Agency (ESFA), rather than by local authorities.

The following sets out the basic methodologies by which academies are funded.

The General Annual Grant (GAG)

Academies receive the majority of their revenue funding through the General Annual Grant. This is made up of a number of elements of funding.

1. Funding for Pre-16 pupils (pupils in Reception up to Year 11)

This grant is paid on an Academic Year basis (September to August).

Academies are notified of their budget allocation by the March preceding the start of the Academic Year.

The Education and Skills Funding Agency sets a national funding formula for all maintained schools and academies. The amount of funding a school or academy actually receives, however, is set by the local authority they are located in; though the presumption is that LAs mirror the national funding formula unless there are good reasons not to. The limited level of local flexibility LAs have in setting the formula ensures that funding is broadly comparable across all schools and academies with similar characteristics in a local area.

The ESFA has confirmed that in 2019-20 the majority of LA formulae reflect the national funding formula to a high degree.

The vast majority of an academy's formula allocation is pupil-led taking into account the number of pupils on an academy's roll and their ages (for instance, secondary age pupils receive higher levels of funding than primary age pupils).

In addition to pupil numbers the formula allocates funding to academies according the proportion of pupils from socio-economically disadvantaged backgrounds or who are looked after by a local authority.

Disadvantage is measured by pupils' eligibility for free school meals, area-level measures of deprivation and/or the degree to which an academy experiences high levels of pupils joining or leaving it other than at standard points.

In addition, the local authority formula by which the academy is funded may also allocate additional funding according to the proportion of pupils who didn't reach the expected standard at the previous stage of education (low prior attainment funding) and for pupils who have recently arrived in the state education system and are learning English as a second language.

An academy may also receive additional allocations if it operates a split site, serves an area with high pupil

Revenue funding at mainstream academies

sparsity (i.e. rural schools), its facilities are operated within a PFI contract or it is within the London “fringe” and may have to pay London salaries without receiving the full benefit of London formula allocations.

All academies also receive a lump sum allocation.

Each local authority must establish a Schools Forum and consult it on any changes to the local funding formula.

Academies have a statutory right to be represented on Schools Forums.

2. Funding for Post-16 students (16-19 year olds)

Funding for post-16 provision is allocated according to a national formula: unlike pre-16 funding therefore, local authorities have no discretion to determine funding for post-16 provision within their area. In common with pre-16 funding, however, it is based on pupil/student numbers. “Weightings” are applied to the base-funding unit to reflect the costs of delivering different subjects (for instance, sciences and vocational subjects receive a greater weighting than humanities). Weightings are also used to reflect disadvantage and other area costs (e.g. London salary costs).

Funding for pupils with high needs

Mainstream Academies and Schools are expected to meet the first £6,000 of any additional support for pupils and students with special educational needs over and above the support they offer to all their pupils and students. Costs beyond this £6,000 are paid by the relevant local authority as a “top-up” allocation and are determined on a case-by-case basis to reflect the level and severity of need. It is often the case that pupils attracting “top-up” funding have a Statement of Special Educational Needs or an Education, Health and Care Plan, however this need not be the case.

Revenue funding at mainstream academies

Funding outside the GAG

A small number of grants are paid to academies outside the GAG, the main one being the Pupil Premium Grant. This is paid to academies to help raise the attainment of disadvantaged pupils. The following pupils attract this funding:

- Deprived pupils (measured by any pupil who is currently eligible for a Free School Meal, or has been eligible at any point in the last 6 years)
- Looked after children
- Children adopted from care
- Service children

Academies are free to spend this funding as they see fit, but Ofsted holds them to account for how they use the funding to raise the attainment of eligible pupils. In 2018-19 each eligible primary pupil will receive £1,320 and each eligible secondary pupil will receive £935.

Academies receive a grant to cover their National Non-Domestic Rates liability (Rates Grant).

Funding for free entitlements to childcare

From September 2017 working parents have been able to access 30 hours of free childcare for 3 and 4 year olds. Funding to support child care for disadvantaged 2 year olds is also available.

The relevant local authority is responsible for paying this to all providers regardless of school type.

Funding for multi-academy trust central functions

Most MATs provide a range of services to all of their schools (finance, HR etc) as well as supporting some senior members of staff with MAT-wide responsibilities (Executive Head Teacher, Chief Executive, Finance Director etc). These services and posts are funded by the trust retaining a proportion of funding from each academy's GAG. The amount retained is determined by each MAT and will vary according to the extent of the services provided or central posts supported but it is typically between 4% and 8% of the GAG. This approach enables economies of scale to be generated across an individual trust as well as providing capacity and capability that an academy operating on its own would be unlikely to be able to fund.

Further reading:

Video guides: including basics of academy funding, guides to specific grants and webinars

<https://registration.livgroup.co.uk/efa/ContentTabs/Category.aspx?ctid=239&cat=1038>

The Academies Financial Handbook

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811261/Academies_Financial_Handbook_2019.pdf

Revenue funding at mainstream academies

Special Academies and Alternative Provision Funding

Special and Alternative Provision (AP) Academies offer specialist provision for pupils whose educational/social needs mean they are unable to attend a mainstream academy/school.

Special Academies

Special Academies educate pupils and students with Education, Health and Care Plans (EHCPs). An EHCP is a statutory document produced by a Local Authority setting out the specific needs of a child or young person with Special Education Needs. Around 2.8% of all pupils have an EHCP.

The Local Authority that agrees a pupil's EHCP plan is then responsible for placing the pupil in an educational setting appropriate to their needs, taking into account parental preferences. A little under half of the pupils with an EHCP are placed in Special Academies or maintained Special Schools.

Funding for Special Academies (as for maintained Special Schools) is split between "places" and "pupils".

In the March preceding the start of each academic year the ESFA determines a number of "places" for each Special Academy (for maintained Special Schools the relevant LA determines this number). This is based on the number in previous years and any future known changes. Each place is funded at £10k.

A Local Authority that places a pupil at an academy then pays a "top-up" fee reflecting the pupil's particular needs. In general, the fee tends to be no lower than £4k but can be significantly higher for those pupils with the most complex needs. Funding for any "empty" places is not clawed back in year. This provides a degree of stability in the funding for Special Academies and Schools. If an academy admits over its place number, it can negotiate an additional fee with the commissioning LA in-year to reflect the absence of the £10k place.

Alternative Provision Academies

Alternative Provision academies support pupils who are excluded, are at risk of being excluded or otherwise are unable to attend school (due to medical reasons or anxiety for instance). AP Academies are funded in broadly the same way as Special Academies (i.e. a set number of places plus top-up fees for pupils on roll). However, both local authorities and mainstream academies and schools can commission a place in an AP Academy.

Special and AP Academies also receive Pupil Premium and other non-GAG grants.

Resource management and integrating curriculum and financial planning

A strong financial plan means more of the budget can be invested in the classroom, making more of a difference to the children that need it most. The trust board's role is to scrutinise and challenge their Executive's plans to make sure that they are effective and secure the best value for money.

One way to ensure effective resource management is integrating curriculum and financial planning – known as 'ICFP'. The largest proportion of a school's budget goes towards staff pay, typically between 70% and 80%, and the majority of this is on staff directly supporting children's education. Integrated curriculum and financial planning (ICFP) means planning the curriculum – or lessons, timetable and deployment of staff, including class size – with value-for-money in mind. It enables the academy/trust to balance three broad questions:

- what education (curriculum, programmes of learning) do they want/need to provide?
- how many teachers are needed to deliver this?
- how many teachers can the academy/trust afford to deliver this?

ICFP brings together considerations about what the school wants to teach and how this is organised alongside budget considerations, with decisions informed by some core data or metrics.

MAT ICFP is usually an agreed approach to staff planning across all schools, delivered through a shared framework or a set of guidelines. There is no single model an academy or MAT needs to adhere to or follow. The key characteristics of ICFP a board should look for are:

- A strategic plan that looks several years ahead;
- A curriculum that meet pupils' needs based on pupil data;
- Whole-team discussions of the curriculum, including business professionals;
- Decisions that are informed by key data/metrics – average teacher contact ratio, the average class size, average teacher costs, proportion of spend on teaching staff and on the senior leadership team, cost of a lesson;
- Benchmarking data against schools in similar circumstances;
- Re-iterating the plan until there is a good curriculum that's affordable;
- Monitoring the position regularly throughout the year.

The senior leadership team should use the metrics to ask themselves challenging questions about what is necessary, what is desirable and what is affordable and reach a sensible balance. They should also compare the school's position against other similar schools and where there is a significant difference, find out why – there may be a good reason. But they need to assure themselves – and their governance board – that this is the case.

Resource management and integrating curriculum and financial planning

What should the board look for?

As part of their scrutiny, the board (or the relevant sub-committees) should:

- Ask what metrics are used and how;
- Request comparators and rationale where there are any significant differences;
- Make sure these items are put on the agenda as part of the planning timetable, and the relevant data/information is provided before the meeting.

Further Department for Education advice on integrated curriculum and financial planning is available, including:

- Videos
- School workforce planning guidance
- A (secondary) planning tool and
- A case study example

<https://www.gov.uk/guidance/improving-financial-efficiency-with-curriculum-planning>

The importance of data in multi-academy trusts

Board members of multi-academy trusts must be satisfied that the pupils and students in their academies are achieving high standards and performing to the best of their ability.

While data alone is not enough to enable board members to make these judgments, without it they will be unable to reach a full understanding of the performance of each academy in their trust or what standards their pupils and students are reaching across the trust as a whole.

It is critical, therefore that board members are aware of the kinds of data needed in order to hold their senior leaders to account. This will then lead to a clear and shared understanding of where a trust is performing well or, conversely, what its priorities should be in order for it to improve.

Pupil and Student Performance Data

There is a vast amount of data available to board members on the performance of pupils and students.

This can result in board members being overwhelmed or simply not receiving data in ways that enable them to focus on or address the right issues and priorities. The following questions can help board members ensure they are receiving the right kinds of data:

- 1 What is the context of our academies and how do they compare to other schools/academies locally and nationally? Who should we be comparing ourselves with to ensure we are performing at “best in class” levels?
- 2 What do our pupils attain in each year group and in national tests and examinations – is this attainment consistent across different groups and sub-sets of pupils? For instance, do the pupils in receipt of Pupil Premium funding do as well as their peers or is there a gap between these two groups?
- 3 What progress do our pupils make given their starting points? Is this progress consistent for all groups of pupils or are some falling behind the rest? Are the most able receiving sufficient challenge and are the most vulnerable receiving appropriate support to ensure all pupils and students are reaching their potential?

These questions should inform and shape the kinds of information and data board members need to receive. It is also important that data is presented in formats that are easily understood to allow effective scrutiny. Above all it is vital that data presented to board members provides national and/or best in class comparisons and shows at least a 3-year trend. Without this contextual data it is impossible to judge the performance of a school accurately.

It is not appropriate for attributable personal data of individual pupils to be shared with board members, except in specific cases of concern. Instead, well-designed reports should provide attainment and progress data for different groups of pupils that enable board members to identify any areas of concern or good or outstanding practice, as well as allowing them to monitor and evaluate any interventions and improvement initiatives.

The importance of data in multi-academy trusts

It will be for each trust to determine which groups of pupils they need to report on. Typically, however, they will report by year group, gender, disadvantage (those in receipt of the Pupil Premium), ethnic minority groups, pupils with English as an additional language, pupils with special educational needs and gifted and talented pupils. It is also important that such data is triangulated as far as possible with performance nationally and against similar schools/academies: comparative performance is of equal importance to absolute performance nationally.

The following outlines the kinds of data board members should be familiar with:

Attainment Data

As a minimum, board members should be aware of the outcomes from national tests, taken at the end of Key Stages 1 and 2 and the results of GCSE and Post-16 Examinations.

In primary schools/academies, the key measure of performance to be aware of is the percentage of pupil achieving the “expected standard” in all three areas of reading, writing and mathematics. This is a new system and so long-term trends are not yet established.

For secondary academies, attainment is also measured by:

- The proportion of students who achieve a grade 5 or above in English and maths. In 2017 the average for schools in England was 39.6%;
- Attainment 8 – a single score that reflects how well pupils have performed in up to 8 qualifications that must include English; mathematics; 3 subjects from the following: Sciences (including Computer Science), a foreign language, History and Geography; plus 3 other approved qualifications. In 2017 the average score for schools in England was 44.6;
- The English Baccalaureate (EBacc) - the proportion of students achieving a grade 5/C or above in the Attainment 8 subjects. In 2017 the average for schools in England was 19.7%.

NOTE: In 2017 a new grading system for GCSEs was introduced for English and mathematics. This replaced the A*-G scale with a 9 point scale: 1 being low, 9 being high. From 2018 most of the subjects taken by pupils in large numbers will move to the new grading scale. All GCSEs will use it by 2020.

Progress Data

Measuring attainment is only part of the picture. Board members also need to ask themselves if the pupils' attainment demonstrates that they have made good progress, given their starting points.

In the primary phase progress measures are used to show the progress that pupils make from the end of Key Stage 1 to the end of primary school. These measures compare pupils' results to the actual achievements of other pupils nationally with similar prior attainment. This then shows the progress schools are making with all of their pupils, whether they are low, middle or high attainers.

Similar information is available for pupils in the secondary phase, whose progress is measured between the end of primary school (Year 6) and the end of secondary school (Year 11). This is described as Progress 8 which is a measure designed to encourage schools and academies to offer a broad and balanced curriculum with a focus on an academic subjects.

The importance of data in multi-academy trusts

In addition to these national attainment and progress measures, each year group should also be measured using trusts' internal assessment. trusts' internal assessment processes to ensure that pupils are on track to meet expectations. What these internal assessment processes look like will vary from trust to trust. Board members should be satisfied, however, that robust assessment systems are in place that will provide them with accurate and timely data.

Floor Standards and Performance against Similar Schools

The DfE sets floor standards – standards that schools are expected to meet as a minimum. These are set for primary and secondary schools and board members should know whether their academies have met or failed to meet these floor standards.

Meeting the floor standards is not sufficient to ensure an academy is performing well, however. An academy may have exceeded the floor standards but may not be performing in-line with similar schools.

Nationally produced data is available that enables these comparisons to be made and board members should routinely be challenging their senior leaders over the extent to which their academies are performing in line with the best in class.

Data Sources

The DfE and Ofsted produce a significant amount of data annually and board members should expect to be provided with the key information from it. Two specific data sources board members should be familiar with are: Analyse School Performance (ASP) - you should agree with your School/Academy leaders appropriate access permissions to this data source; and the School Comparison Tool.

The School Comparison Tool uses straightforward graphical presentations to compare performance data across schools and can be used to check individual school performance. Analyse School Performance on the other hand contains more detailed information that is useful in drilling down into the performance of specific groups of pupils and individual subjects within a specific school/academy.

All of the data in these sources are summative – i.e. they look backwards at what pupils have achieved in national test and examinations. To try and avoid surprises, it is important that trusts also provide their board members with formative assessment data and information. Such data will enable board members to gain a clear sense of the progress pupils and students are making towards their predicted grades/outcomes. It also allows them to challenge any interventions that the academy has put in place to accelerate and support the achievement of pupils.

The importance of data in multi-academy trusts

Making sense of it all

Performance data is a complex and technical area. It is the role of senior leaders in a trust to ensure all board members are aware of the performance of their pupils so that there is a clear understanding of what a trust's priorities are and how well they are meeting them. Many trusts operate a sub-committee structure to enable detailed scrutiny work to take place on pupil and student data. This can be a useful forum in which to include a wider group of academy leaders (middle leaders, subject leaders etc). Ultimately though, all board members must have a shared understanding of the strengths and areas for improvement of their trust to enable them to exercise an effective overview and scrutiny role.

Board members should expect their trusts to provide training on data to all new board members as part of their induction. In addition, on going training provided by the trust or external organisations should be provided routinely to ensure board members are fully aware of national developments in relation to data matters.

Further reading:

School Comparison Tool – www.compare-school-performance.service.gov.uk

Accountability system - www.gov.uk/government/organisations/standards-and-testing-agency

DfE Performance Tables – www.education.gov.uk/schools/performance/

Financial position, health and efficiency of trusts: EFSA guide for new Academy Trust Board Members

To govern well it is important to understand the financial position of the trust and undertake financial planning. Trusts should be seeking to operate as efficiently as possible.

- Financial policies, procedures and KPIs should be identified and consistent across all of the schools within the trust, and all of the schools must be aware of these.
- Medium term financial plans should be in place for all schools within the trust, not just annual budgets.
- Common systems should be used across all of the schools in the trust. This should include services, ranging from payroll through to utilisation standards, and procurement and contract management arrangements to ensure best value for money is achieved.

Important indicators for board members to consider when reviewing the financial position of a trust should include, but are not limited to:

1

Pupil numbers – the level of funding is largely influenced by the number of pupils. It is the primary source of income, and is paid on a one year lagged basis.

- The trust should review projected pupil numbers regularly and forecasts must be realistic. Financial plans need to reflect income based on realistic pupil number projections.
- Trusts need to prepare medium term financial plans and have a model which allows sensitivity testing i.e. model the impact of lower than predicted future pupil numbers or a change in the number of Pupil Premium Funding. For example, if actual pupil numbers were in the region of 20% less than expected, the trust might expect to encounter financial issues.
- The important aspect is that future planned expenditure (especially variable costs) is adjusted to reflect changes in income levels.

2

Staff costs as a percentage of income – this is a trust's greatest expenditure and must be sustainable.

- Normal range for this is likely to be somewhere between 70% and 80%, however this does vary by trust depending on specific situations.
- Where the percentage of income spent on staff costs is low, it is worth checking that this expenditure is not being disguised elsewhere if some of the staffing is outsourced for example.
- Trusts must ask whether the curriculum offer is realistic and sustainable over time.

Financial position, health and efficiency of trusts: EFSA guide for new Academy Trust Board Members

3

Positive or negative revenue reserves - the Funding Agreement requires the trust to set a balanced budget. Trusts are also expected to operate a balanced budget. Failure to do these two things is a breach of the Funding Agreement.

- Cumulative revenue trends should be reviewed. This should be done looking both back and forwards over 3-5 years. Gradually eroding reserves may indicate an unsustainable financial situation.
- Trusts should not generate large reserves, as the funding provided should be spent to achieve the best outcomes possible for pupils. However planning for capital investment might be a reason for accumulating a surplus.
- It is good practice for annual budgets to contain a small contingency for unforeseen expenditure

4

Current ratio: current assets divided by current liabilities - it is important that a trust can meet its current liabilities.

- This ratio should be at least equal to 1.
- Review of this on a monthly basis is important.
- Trusts need to monitor cashflow to ensure commitments can be met.

5

The management accounts should be reviewed

- Variances between budgeted and actual income and expenditure should be analysed. Assumptions made when setting the budget should be reviewed for impact on latest position. Staffing costs are the greatest known cost and because they should be fairly static, they should be forecast with a good degree of accuracy. Therefore variance ranges should be small.
- Cashflow position should be monitored each month to ensure trusts have funds to pay current and future liabilities.

6

Sustainability of the financial plans should be assessed across the whole trust.

- It is important that all trusts agree medium term financial plans which must include projections for all academies in the trust. These plans should demonstrate the trust is sustainable, projecting forward over a reasonable period.

Financial position, health and efficiency of trusts: EFSA guide for new Academy Trust Board Members

Frameworks

Academy trusts are both charitable companies and public bodies. They are bound by company law, charity law, HM Treasury's Managing Public Money Standards, their Funding Agreements and Articles of Association.

The Academies Financial Handbook pulls all of these frameworks together - it is essential to understand the requirements which this sets out.

<https://www.gov.uk/government/publications/academies-financial-handbook>

Tools to support trusts

The following resources provide simple ways for schools to improve their financial efficiency. These are important to help schools achieve a greater impact on pupil outcomes from their resources.

1. 10 checks for trustees: <https://www.gov.uk/guidance/schools-financial-efficiency-top-10-planning-checks-for-governors>
2. Benchmarking allows schools to consider how they use their resources, and highlights where they may be able to improve their efficiency. The tools made available to trusts are to help leadership teams make informed financial decisions and their own comparisons with other similar schools. Find out more on gov.uk: <https://www.gov.uk/guidance/schools-financial-efficiency-financial-benchmarking>
3. Financial health checks should be undertaken regularly. The financial health check supplier directory includes organisations that provide advice and support to help schools review their current financial position, identify issues and take appropriate action. <https://www.gov.uk/government/publications/schools-financial-health-checks-supplier-directory>
4. The efficiency metric tool allows schools to gage their efficiency, based on pupil attainment and the money received for pupils, relative to statistically similar schools. This should prompt thinking about where trusts can become more efficient and how they might better focus their resources to support measures to increase attainment. <https://www.gov.uk/government/publications/schools-financial-efficiency-metric-tool>
5. National deals with suppliers can also offer better value for money.
 - National deals: <https://www.gov.uk/guidance/buying-for-schools/deals-for-schools>
 - Case studies: <https://www.gov.uk/government/collections/schools-financial-efficiency-case-studies>
 - Find the complete library of Department for Education financial advice here:
 - School Financial Health and Efficiency library: <https://www.gov.uk/government/collections/schools-financial-health-and-efficiency>

Financial position, health and efficiency of trusts: EFSA guide for new Academy Trust Board Members

Additional Resources

Further information on financial health and efficiency can be found online at GOV.UK:

<https://www.gov.uk/government/collections/schools-financial-health-and-efficiency>

Sector level benchmarking reports are available:

Kreston Benchmarking Report

<http://www.jamescowperkreston.co.uk/benchmark-report/>

Further training:

Governance leadership development training

Free or subsidised board training is available through a number of Department for Education (DfE) funded providers until March 2020. The format of the training varies between providers and your board may need to consider options to suit need. In most cases, there will be no, or minimal, cost to individual trusts undertaking the development. Please check pricing structures and eligibility for the higher level of training with individual providers.

Alliance of Leading Learning

Telephone: 01691 664445 | Email: adminall@leadinglearning.co.uk

Areas covered: Lancashire and West Yorkshire / West Midlands

Entrust Support Services

Telephone: 0333 300 1900 | Email: governorspace@entrust-ed.co.uk

Areas covered: | All areas

Confederation of School Trusts (CST)

Telephone: 0115 917 0142 | Email: admin@cstuk.org.uk

Areas covered: All areas

Govern Ed

Email: contact@govern-ed.co.uk

Areas covered: East of England and North-East London / North-West London and South-Central England / South-East England and South London

National Governance Association (NGA)

Telephone: 0121 237 4600 | Email: leading.governance@nga.org.uk

Areas covered: All areas

Tools and Checklists:
Glossary



National Governance Association

The National Governance Association (NGA) is an independent charity representing and supporting governors, trustees and clerks in maintained schools and academies in England. The NGA's goal is to improve the wellbeing of children and young people by increasing the effectiveness of governing boards and promoting high standards. It does this by providing information, guidance, research, advice and training. It also works closely with, and lobbies, UK government and educational bodies, and is the leading campaigning national membership organisation for school governors and trustees.

The NGA online Guidance Centre is the information hub for governors. It supports you in your role as a governor, giving you access to up to date guidance and advice covering all aspects of school governance, including finance; staffing; Ofsted; curriculum; special educational needs; legislation and school improvement.

Practical governance resources include sample documents; templates; checklists; information summaries; insights; case studies and much more.

To join NGA and receive regular updates, contact:

T: 0121 237 3780 | E: membership@nga.org.uk | www.nga.org.uk

NGA Glossary 2017

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Glossary

Academy Academies are publicly funded independent schools. Academies have different governance arrangements from other schools

Academy committee A committee of the trust board in a Multi Academy Trust (MAT). The role and responsibility of any committee is defined in the MAT's scheme of delegation

Academy converter A school which converted to academy status voluntarily (usually high performing at the time of conversion), having previously been a local authority maintained school

Academy sponsor led A school which converted to academy status with the support of a sponsor (usually lower performing at the time of conversion)

Admissions Code A document providing statutory guidance on schools admission with which all schools must comply

Articles of Association The Articles of Association is the formal governing document for an academy and sets out its rules for operating, including the composition of the governing board

ASCL Association of School and College Leaders – a headteacher union

Associate members Individuals appointed by the governing body of a maintained school. They are not part of the governing body, but are allowed to attend meetings and sit on committees and can be given voting powers. They are appointed for 1-4 years, with the opportunity for re-appointment. An associate member could be a pupil, member of staff or someone with expertise in a particular area. Academies' Articles of Association allow them to appoint non-governors to committees and give them voting rights

A level General Certificate of Education Advanced level – usually completed by some 16-18 year olds after GCSE

ASP Analyse school performance – a new service, providing schools and other existing user groups with detailed performance analysis to support local school improvement as a replacement to RAISEonline

Assessment without levels A common phrase to describe changes to the primary curriculum. Grade descriptions and levels have now been removed from the national curriculum and it is up to primary schools to decide how they track pupil progress and attainment. Children will still sit SATs exams in KS1 and KS2 as a national benchmark, however they will no longer be given a grade. Instead, they will be given a scaled score, with a score of 100 or above showing that a pupil has met national expectations

ATL Association of Teachers and Lecturers – a union for education professionals

Attainment 8 A headline measure of school performance at GCSE introduced from 2016. Measures the achievement of a pupil across English, maths and six further qualifications (three of which must count in the EBacc measure)



Attainment targets These establish what children of different abilities should be expected to know and be able to do by the end of each key stage of the national curriculum

AWPU Age-Weighted Pupil Unit – the sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school

Baseline assessment Assessment of pupils' attainment on entry to year 1 – it is not statutory, but many local authorities encourage schools to carry it out. Schools may now decide to conduct baseline assessments in reception, but again this is not a statutory requirement

Capital funding Spending on projects, improvements, and extensions to the school's land and buildings

Chair's action In maintained schools the chair is allowed to take decisions without asking the governing body if a delay will be detrimental to the school, a member of staff, a pupil or a parent. In academies, this power is not automatic and must be delegated to the chair

Chief Executive Officer (CEO) The lead professional and head of the executive branch for a group of academies known as a multi-academy trust (MAT). Although not being a headteacher in any school, they will be ultimately accountable to the governing board for all aspects of the MAT as a whole

Coasting school A school or academy whose performance falls within the government's coasting definition and is therefore eligible for intervention

Clerk The Clerk is the 'constitutional conscience' of the governing board. They provide advice on governance, constitutional and procedural matters. They also offer administrative support to the governing board and relay information on legal requirements

Collaboration An agreement between two or more schools to work together on one particular issue. They keep their individual governing boards, but may set up a joint committee to which they can delegate powers

Community schools Maintained schools at which the Local Authority (LA) is the employer, owns the land and buildings and sets the admission criteria. The LA also take a proportion of income known as 'top slice' for the provision of central services such as HR, legal etc.

Community special schools Maintained schools which make special educational provision for pupils with statements of special educational needs and disabilities (SEND) or education, health and care plans (EHCs), whose needs cannot be fully met from within mainstream provision. The LA is the employer, owns the land and buildings and sets the admission criteria

Competency framework for governance A document developed by the DfE, setting out the skills, knowledge and behaviours needed for effective governance

Competitive tendering Obtaining quotes or tenders from alternative suppliers before awarding contracts



Co-opted governor/trustee Appointed by the governing board, generally on the basis of their skills

CPD Continuing Professional Development for school staff or the governing board

DDA Disability Discrimination Act

Delegated budget Money provided to schools, which governors can manage at their discretion

Delegated powers Authority given to a committee, an individual governor or the headteacher to take action on behalf of the governing board. In multi academy trusts this also refers to powers delegated to academy committees

Designated person Liaises with other services on behalf of young people in care and has a responsibility for promoting their educational achievement

DfE Department for Education – the government department responsible for schools and children (formerly DCSF)

Directed time Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the headteacher – a maximum of 1265 hours in a school year

Disapplication A term used where national curriculum requirements may not apply to a pupil

DSG Dedicated School Grant – funding from central government to the LA, the majority of which is then delegated directly to individual schools through the LA's funding formula

EEF Education endowment foundation

EAL English as an Additional Language

EBacc A school performance measure based on achievement of GCSEs in 'core academic subjects' of English, maths, history or geography, the sciences and a language

EBD Emotional and Behavioural Difficulties

Education Forum Established by the government as a consultative group including the National Governors' Association (NGA), the Local Government Association (LGA) and all the teaching and headteacher unions

ESFA Education and Skills Funding Agency – a single funding agency accountable for funding education and training for children, young people and adults (formerly the EFA and SFA)

EHC plans Education, health and care plans – the document which replaces statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs

ESO Education Supervision Order, which LAs may apply for to deal with cases of poor attendance at school

Ethos The morals, values and beliefs that do, or at least should, underpin the school culture



EWO Education Welfare Officer – a professional worker who visits pupils’ homes and deals with attendance problems and other welfare matters in co-operation with the school

Ex officio Able to attend meetings by virtue of holding a particular office

Exclusion The temporary or permanent removal of a pupil from school for serious breaches of the school’s behaviour and discipline policy

Executive headteacher Unlike a traditional headteacher who leads one school only, an executive headteacher is the lead professional of more than one school; or a lead professional who manages a school with multiple phases; or who has management responsibility significantly beyond that of a single school site

Executive leaders Those held to account by the board for the performance of the organisation. This may be the CEO, executive headteacher, headteacher or principal, as well as other senior employees/staff, depending on the structure of the organisation

Extended schools/ Enrichment services Schools that provide a range of services and activities often beyond the school day, to help meet the needs of the pupils, their families and the wider community

Federation Two or more local authority maintained (or community) schools governed by one governing body

FFT Fischer Family Trust – a non-profit company that provides data and analyses to LAs and schools in England and Wales

Form of entry The number of classes of 30 children that a school admits each year

Foundation governor/trustee Appointed by the foundation board

Foundation schools Maintained schools in which the governing body is the employer, owns the land and buildings and sets the admission criteria

Foundation special schools Maintained special schools, which have the same freedoms as foundation schools (see above)

Foundation stage Curriculum followed by children below statutory school age, in schools and nursery/pre-school provision

Free school A type of academy, either a new school set up in response to parental demand or a fee-paying school joining the state education system

FSM Free school meals – pupils are eligible for FSM if their parents receive certain benefits

Funding agreement The document which sets out the relationship between an academy/MAT and the Education Funding Agency (EFA)/Department for Education (DfE)

GCSE General Certificate of Secondary Education



GOLDline – NGA’s expert legal and procedural advice service

Governor services May be ‘in-house’ in larger MATs but often externally commissioned, governor services provide essential support to the governing board which may be in the form of training, advice or clerking services. This has historically been offered by the local authority through a service level agreement. Academies and maintained schools are free to buy into their local authority’s governor services or seek alternative arrangements.

Governing board Refers to the board of maintained schools (governing body) and academies/MATs (board of trustees)

Governing body Refers to the governing body of a maintained school only

Headteacher Board Each Regional Schools Commissioner (RSC) has a board of elected headteachers of academies in their area to advise on and scrutinise their decisions

HLTA Higher Level Teaching Assistant

HMCI Her Majesty’s Chief Inspector of Schools

HMI Her Majesty’s Inspector

HSE Health and Safety Executive

IEP Individual Education Plan for pupils with special educational needs

IGCSE International GCSE

INSET In-Service Education and Training – courses for practising teachers and other school staff

Instrument of Government A legal document setting out the composition of maintained school governing bodies

KS 1–4 Key stages 1-4. The four stages of the national curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16. KS5 applies to 16-19 year-olds but is not part of the national curriculum

Learning link - NGA Learning Link is a comprehensive online training platform for governors and trustees on the full range of their responsibilities

Local association A group of governors and trustees from different schools in the local area. Local associations vary in size and capacity. The smallest local associations may offer an informal support network for local governors whereas larger local associations may organise useful local events and provide formal support and training opportunities

LA Local authority – the LA has certain responsibilities regarding education, for example the educational achievement of looked-after children and for school places planning. It will also provide other services to schools, which may be provided via a service level agreement to maintained schools and in many cases academies



LA Governor Nominated by the LA but appointed by the governing body

LAC Looked After Children – Children who are in care provision. May also refer to children who have been in care at any time in the last six years

LGA Local Government Association – national organisation supporting and representing local government

LGB Local governing body – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGC, academy committee

LGC Local governing committee – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGB, academy committee

LACSEG Local Authority Central Spend Equivalent Grant – the funding academies receive to meet their additional responsibilities

Maintained schools Publicly funded schools overseen by the local authority. These schools must follow the national curriculum and national pay and conditions guidelines.

MAT Multi academy trust – where two or more academies are governed by one trust (the members) and a board of trustees (the trustees)

MAT board Common term for the board of trustees overseeing a multi academy trust

Mixed ability A teaching group in which children of all abilities are taught together

NAHT National Association of Head Teachers – a headteacher union

NASBM National Association of School Business Managers

NASUWT National Association of Schoolmasters Union of Women Teachers – a teaching union

National College National College for Teaching and Leadership – the organisation responsible for national training programmes for school leaders, aspiring school leaders and the development of leaders of Children's Services. In particular, it is responsible for the National Professional Qualification for Headship, the Chairs of Governors' Leadership Development Programme and National Clerks' Development Programme

National curriculum This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education, which is relevant to their needs. Academies do not need to follow the national curriculum, but many still choose to

National Schools Commissioner (NSC) A civil servant responsible for co-ordinating the work of the eight RSCs

NFER National Foundation for Educational Research

NGA National Governors' Association. The national membership organisation for school governors



Non-teaching (support) staff Members of the school staff employed to provide services in a school, such as teaching assistants, cleaners and office staff

NOR Number on roll

NPQH National Professional Qualification for Headship – training for new or aspiring headteachers

NQT Newly Qualified Teacher

NUT National Union of Teachers – a teaching union

Ofqual Office of the Qualifications and Examinations Register – the regulator of examinations and qualifications

Ofsted Office for Standards in Education, Children’s Services and Skills – the body which inspects education and training for learners of all ages and inspects and regulates care for children and young people

PAN Published Admissions Number – the number of children the LA (or governing board of a foundation or voluntary aided school or academy trust) determines must be admitted to any one year group in the school

Parent governor/trustee Member of the governing board elected by the parents of the school’s pupils

Partnership governor In schools with a religious character these governors must be appointed with the purpose of preserving and promoting the religious ethos

Peripatetic teacher One who teaches in a number of schools, to give specialist instruction, e.g. in music

PE and sports premium Funding for years 1 to 6 to provide additional PE and sport beyond that already provided in the curriculum

PFI Private Finance Initiative – enables local authorities to enter into contracts with the private sector for the provision of new and/or improved capital assets (infrastructure for example) and related services

PGCE Post-Graduate Certificate of Education

PGR Parent Governor Representative – elected to serve on a local authority committee discharging the education functions of the LA

PI Performance Indicators (sometimes called key performance indicators). Used to evaluate the success of a school or of a particular activity in which it engages

PPA Planning, Preparation and Assessment – 10% guaranteed non-contact time for teachers

Progress 8 A headline measure of school performance at GCSE introduced from 2016. It aims to capture the progress a pupil makes from the end of KS2 to the end of KS4



PRP Performance Related Pay – schools following the STCPD must now ensure teachers’ pay is linked to their performance

PRU Pupil Referral Unit – alternative education provision for pupils unable to attend a mainstream school or special school

PSP Pastoral Support Programme for pupils at serious risk of permanent exclusion

PTA Parent Teacher Association – or PSA (Parent Staff Association)

PTA UK National membership organisation for parent teacher associations – formerly NCPTA

PTR Pupil/Teacher Ratio – this is calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers

Public Sector Equality Duty decisions affect people who are protected under the Equality Act 2010

Pupil premium Funding allocated to schools to support pupils eligible for FSM, in care, or who have parents in the armed forces

Pupil profile Broad evaluation of a pupil’s personality, interests and capabilities – this forms part of the pupil’s Record of Achievement

QTS Qualified Teacher Status

Quorate A meeting is quorate if a sufficient number of members are present. Decisions can only be ratified if a meeting is quorate

Quorum The minimum number of members present at a meeting before decisions can be made

RAISEonline Reporting and Analysis for Improvement through School Self-Evaluation is the web-based system to disseminate school performance data to schools (service closes on 31 July 2017 – see Analyse School Performance (ASP) service for replacement to RAISEonline)

Regional Schools Commissioners (RSCs) Civil servants that act on behalf of the Secretary of State. Their responsibilities include intervening in underperforming academies and free schools, making decisions on conversion to academy status, and encouraging and deciding on applications for academy sponsors. There are eight RSCs serving different regions, reporting to the Schools Commissioner.

Resolution A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting

Revenue funding Revenue funding can be spent to provide services and buy items that will be used within a year. Examples include salaries, heating, lighting, services and small items of equipment

ROA Record of Achievement



SACRE Standing Advisory Council on Religious Education – local statutory board which advises on religious education and collective worship

SATs Standard Assessment Tasks – used for national curriculum assessment

Scheme of delegation A document defining the lines of responsibility and accountability in a MAT, sometimes referred to as a Roles and Responsibilities document

School business manager A professional employed by a school with responsibility for financial management and often other areas such as human resources and health and safety management. Usually part of the senior leadership team

School census A statutory return which takes place during the autumn, spring, and summer terms. Maintained schools and academies should take part in the census

School development plan The operational document describing how the school will work towards the strategic priorities set by the governing board

Schools Forum A Schools Forum has been established in each LA area to advise on the allocation of the funding for schools – the majority of places on this board should be filled by governors and headteachers, preferably in equal numbers

Secondment The release of staff on a temporary basis for work elsewhere

SEND Special Educational Needs and Disabilities – learning difficulties for which special educational provision has to be made

SENCO SEN Co-ordinator – the teacher responsible for co-ordinating SEND provision in the school

SENDIST Special Educational Needs and Disability Tribunal

Senior Executive Leader (SEL) – academy trusts must appoint a senior executive leader (who may be known as the principal in a single academy trust, or CEO in a MAT, or equivalent) as the accounting officer (AO) for the trust

Service level agreement A contract between a service provider (the local authority or another private sector provider) and a school that defines the level of service expected from the service provider

Service premium Funding allocated to schools to support pupils whose parents are serving in HM armed forces, or have at any time since 2011, or who are in recipient of a child's pension from the ministry of defence

Secretary of State for Education The senior government minister with responsibility for education. Leads the Department for Education

Setting A system of organising pupils into ability groups for particular subjects

SFVS Schools Financial Value Standard – a means for the governing board to assess its financial processes, capabilities and skills



Short inspection A one day Ofsted inspection carried out at 'good' schools (or special schools, nurseries, and PRUs judged 'outstanding')

SIMS Schools Information and Management System – a computer package to assist schools in managing information on pupils, staff and resources, provided by Capita

Special school Pupils with a statement of special educational needs and disabilities (SEND) or an education, health and care plan, whose needs cannot be fully met from within mainstream provision

Special Unit (or Resourced Provision) A unit attached to a mainstream school to cater for children with specific special needs

Sponsor An organisation or person who has received approval from the DfE to support an underperforming academy or group of academies. Examples of sponsors include academies, businesses and charities.

SSAT Specialist Schools and Academies Trust

Staff governor/trustee Elected by those who are paid to work at the school

Statementing Officially assessing a child as having special educational needs. In 2014 this procedure was replaced by education, health and care plans

STPCD School Teachers' Pay and Conditions Document – an annually published document which forms a part of the contract of all teachers and headteachers in maintained schools in England and Wales. Many academies will also follow the STPCD

Strategic plan The school's strategic document which sets out a small number of key priorities for the school over the next 3-5 years. The governing board should take the lead on developing the strategic plan

STRB School Teachers' Review Body – makes recommendations to the Secretary of State on teachers' pay

Streaming Placing pupils in classes according to their ability across a range of subjects

TA Teaching Assistant

Teaching schools Schools that work with others to provide CPD for school staff

Teaching school alliances Led by teaching schools and include schools that are benefiting from support as well as strategic partners

Terms of reference The scope and limitations of a committee's activity or area of knowledge

TLR Teaching and Learning Responsibility – payments made to teachers for an additional responsibility



Trust Deed The deed by which a voluntary aided or a voluntary controlled school has been established

Trustee board The governing board of a single academy trust or MAT

UNISON Union of Public Employees. Many school support staff will be members of this union

Virtual school headteacher Looked after children are on a virtual school roll, and each local authority will employ an experienced teacher to oversee the educational progress of all children under the care of that particular LA. The virtual school headteacher will have the specialist knowledge to provide extra support to designated teachers. They will also work with professionals in the Children's Services department of the council and with all schools in the area to promote the education of children in care

VA Voluntary Aided - A school set up and owned by a voluntary board, usually a church board, largely financed by the LA. The governing board employs the staff and controls pupil admissions and religious education. The school's buildings and land (apart from playing fields) will normally be owned by a charitable foundation. VA schools set their own admissions criteria in line with the admissions code.

Value Added (VA) The progress schools help pupils make relative to their individual starting points – rather than looking at raw results VA also takes into account the prior attainment, thus enabling a judgment to be made about the effect of the school on pupils' current attainment

VC Voluntary Controlled: usually a denominational school wholly maintained but with certain residual rights regarding religious worship

Vertical grouping Classes formed (in primary schools) with children of different age groups

Virement The agreed transfer of money from the budget heading to which it has been allocated to another budget heading

Vision The school's vision should, in a few sentences, describe what the school will look like in three to five years' time

VOICE A teaching union

Vocational A subject that would not be considered academic in the traditional sense. Students in key stage 4 and key stage 5 may undertake a vocational apprenticeship or qualification as a viable alternative to GCSEs or A levels

Work experience A planned programme as part of careers education, which enables pupils to sample experience of a working environment of their choice in school time

Academy Ambassadors

Building better trust boards



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