

Key Layers of Education Governance

Livability has two education centres which offer a wide range of specialist provision for children and young people with complex or exceptional learning, health and care needs. Nash College¹ (in the London Borough of Bromley) is a specialist further education college providing holistic education for students aged 19-25 through a curriculum focused on development of the individual. Victoria Education Centre² is a non-maintained special school (in the Borough of Poole) which provides specialised, high quality care and education to students aged 4 to 19 years.

1. The legal responsibilities relating to running the education centres rest with Livability's board of trustees (the "board") which has delegated authority to local governing bodies (LGBs) in accordance with the "Instrument and Articles of Government". These take account of statutory requirements and guidance³; and are set within the governance framework and arrangements approved annually by the board. The board is responsible for ensuring that all activities relating to the establishments are within Livability's charitable objectives; it decides strategic direction and agrees an annual budget and five-year rolling business plan. As a result specific decisions related to the establishments are reserved for the board of trustees while others may be made using the relevant delegated authority.

2. The services committee is a committee of the board which monitors performance and leadership of (LGBs) and senior management in delivering the quality assurance that Ofsted and other regulatory and funding bodies require. It has delegated authority to appoint/reappoint governors and recommend the appointment of chair and vice-chair. LGBs account to the services committee through the chair and vice-chair by making regular reports in a prescribed format and through their minutes and records of actions. It is able to make recommendations to the board and may invite officers and governors to attend specific meetings; and ultimately hold them to account in pursuit of improving outcomes for students and in the interests of good governance.

3. LGBs are in effect committees of the board of trustees and as such undertake certain monitoring and scrutiny tasks on behalf of the board. The LGB's key areas of responsibility and prime focus are to challenge and support the establishment: to promote high standards of teaching, learning and welfare for each learner; to ensure that any weaknesses in the quality of education provision are identified and addressed; and to ensure that services provide value for money. This delegated authority relates explicitly to the education provision directly regulated and inspected by Ofsted but not to any other activities or services which may be delivered on the same site. As the body accountable for education standards in the school or college, local governing bodies report to the board of trustees as set out in the Instrument and Articles of Government. The LGB does this through rigorous monitoring and scrutiny of management information, education key performance indicators and self-assessment reports, and by triangulating this information where appropriate through an agreed programme of governor visits. The LGB also has responsibility for ensuring that information about education performance, as required for the board, is provided through Livability's corporate quality management systems; in particular, information regarding:

1. The quality of teaching, learning and welfare;
2. The overall quality of the education provision;
3. How resources are used effectively to secure maximum impact on learner outcomes.

¹ Judged as 'good' overall by Ofsted in July 2016.

² Judged as 'outstanding' overall by Ofsted in June 2015.

³ As appropriate for each setting, e.g. the current non-maintained-special-schools-regulations.