

Aspris

Local Procedure for Governance Monitoring and Reporting Wales and West England Policy ACS16

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Vision and Aims

Our Vision: ‘Supporting each young person to achieve their potential’

Our Belief: When their individual needs are met, we see them shine above all expectations and achieve their aspirations

Our Values: our ‘go forward values’ are: ‘Dedicated, Resilient, Fun & Uplifting, Aspirational and Courageous’

Our Ambition: Rise To Our Best; Reach For Brighter Futures and Act With Care And Compassion

Policy Overview – ACS16 V06 (Issued 28/01/2026)

Introduction

Aspris is committed to providing high-quality provision underpinned by a robust governance framework. We nurture a culture of continuous quality improvement that goes beyond compliance, assurance and innovation to deliver exceptional standards through our Aspris Quality Assurance Standards (AQAS). This framework aspires to achieve outstanding outcomes for pupils and learners in all educational settings, ensuring they reach their full potential.

Schools and colleges are organised into broadly geographical portfolios, each overseen by a Regional Director (RD), who also acts as the Chair of Governors. The Regional Directors are line-managed by the divisional Chief Operating Officer (COO), who reports to the Aspris Group's Chief Executive Officer (CEO), responsible for the overall management of the Group.

Within the education division, the Quality Team, led by the Head of Quality for Education, is line-managed by the Director of Governance and Risk, who has oversight of both the Education and Care divisions and also reports to the Aspris Group's CEO.

The following principles underpin our governance framework:

- Governance ensures that the safety of pupils, staff and stakeholders is prioritised in all decision-making.
- Governance supports all aspects of the Education Service Delivery Model and follows a structured framework to ensure systematic assurance over quality.
- Governance provides strategic and operational oversight of a continuous improvement cycle, ensuring schools and colleges achieve GREEN or BLUE AQAS ratings. Where this is not the case, progress from RED to AMBER and AMBER to GREEN is accelerated within expected timeframes.
- Governance aims for excellence, fostering a high-expectations, solution-focused culture.
- Governance is collaborative, purposeful and precise, ensuring effective risk management.
- Governance uses data and intelligence effectively to support accurate, evidence-informed decision-making across schools and colleges.

Aims of Governance

Aspris Governance: 'Aim to be Perfect'

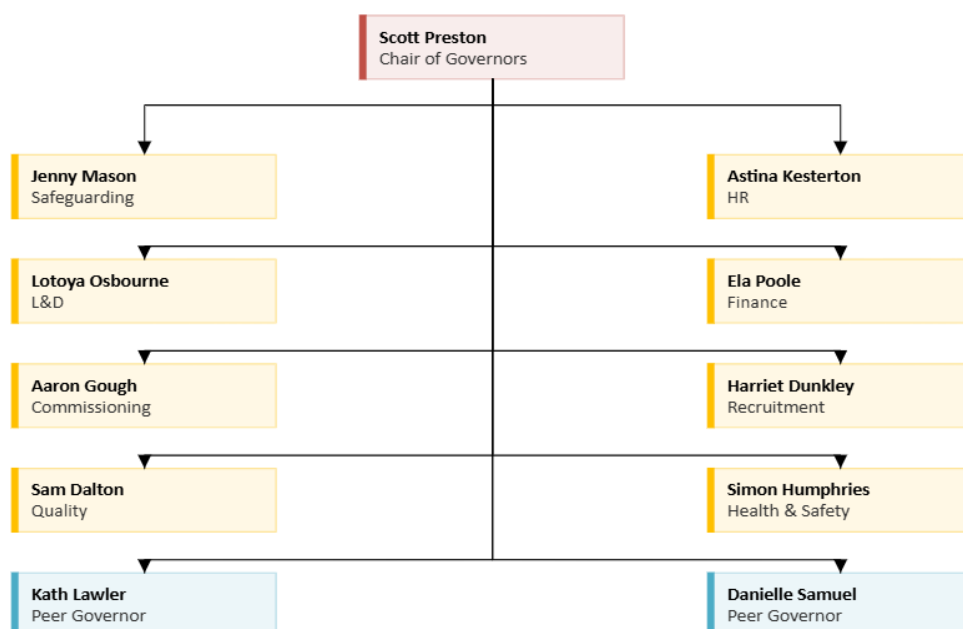
Aspris Governance is committed to achieving excellence by embedding the following principles and processes:

- A robust and highly effective safeguarding culture ensures absolute compliance, prioritising the safety and well-being of all pupils.
- Leadership is highly visible, approachable and agile in responding to risk, fostering a culture of continuous improvement aligned with Aspris' core values.
- Leaders demonstrate a comprehensive understanding of statutory responsibilities, including EHCPs/IDP/CSPs, governance, health & safety, performance, safeguarding, and finance.
- Leaders and staff actively engage in research-informed professional learning, driving sustained excellence in teaching, pedagogy, and overall school performance.
- Effective governance underpins the delivery of high-quality education, ensuring accountability and strategic oversight across all stakeholder groups.
- Self-evaluation is rigorous, evidence-informed, and seamlessly integrated into the school/college improvement strategy, setting clear goals for growth and development.
- All necessary documents are easily accessible, providing transparent and compelling evidence of compliance with statutory and regulatory requirements.
- Stakeholder feedback is overwhelmingly positive, with an ambitious goal to exceed 85% satisfaction, reflecting strong engagement and trust in the school.
- Complaints are valued as opportunities for reflection, fostering a culture of continuous learning and improvement.
- There are minimal or no adverse contextual factors impacting the strategic or operational effectiveness of the school, ensuring smooth and efficient leadership.

Group Governance Structure

Executive	Executive Committee Meetings
Divisional	Divisional Performance Reviews Strategic Operations meetings Regional Director strategic meetings Regional Director and Central Service Leads meetings AQAS review meetings Head Teacher & Service Leads briefings Governance and Specialist Areas Committees Commercial Reviews Quality Reviews Group Health and Safety/IPC committee Safeguarding committee Policies and Procedures Committee Task and Finish Groups as appropriate Enhanced School/College Support Average Daily Census – ADC Connections workstream Insights
Portfolio	Regional Cluster Meetings (aligned to Divisional meeting cycle and determined by the Chair of Governors)
Service	Service SMT Meetings Governance Meetings Service Business Reviews Other Service Operational Meetings

Local Governance Structure



Key Governance Roles, Responsibilities and Processes

Regional Director as Chair of Governors

Operationally, all Aspris schools and colleges are line-managed by a Regional Director (RD) who also acts as a Chair of Governors (CoG). Regional Director (RD) Responsibilities:

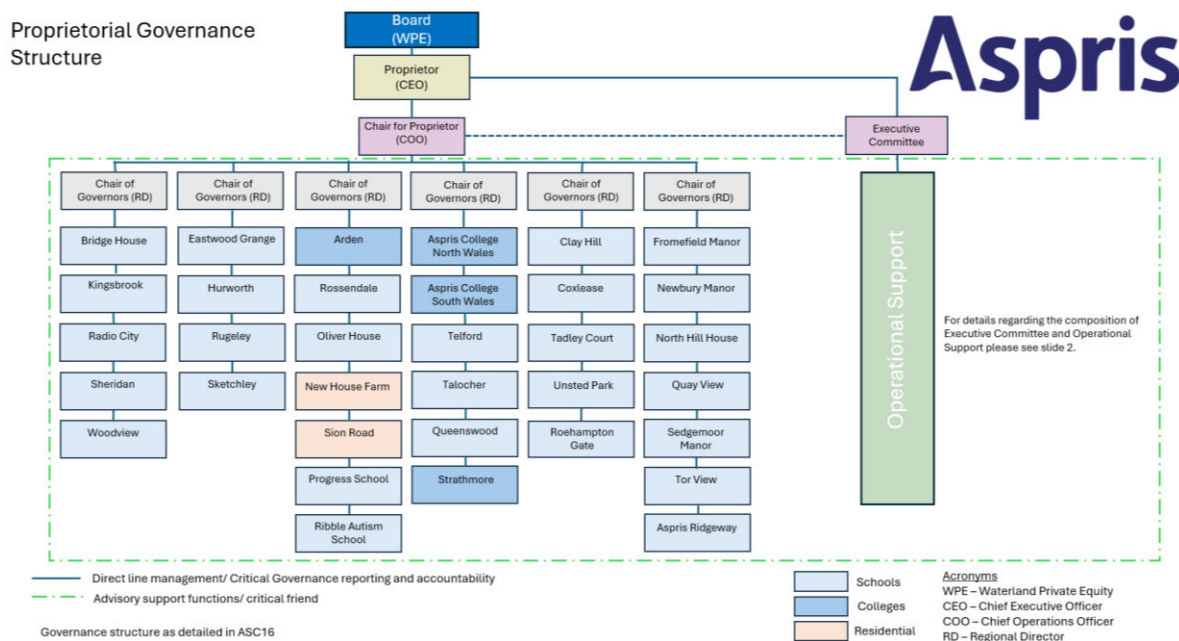
- Line-manages and provides operational support and challenge to Head Teachers and College Leads and ensure regional nuances for England, Wales, Scotland and including Colleges are supported through local procedures.

- Holds responsibility as Regional Lead for Safeguarding and must ensure that supervision is provided to all Designated Safeguarding Leads at the schools and colleges within their portfolio.
- Chairs at least three formal governance meetings per year (one per term). Forms ACS Form 16G and ACS Form 16GA must be used and retained as formal governance records for regulatory purposes.
- Reviews the Independent School Standards trackers with Head Teachers and College Leaders termly, ensuring this data informs the AQAS review cycle.
- Undertakes regular visits to all schools and colleges in their cluster, providing challenge and support as appropriate.
- Maintains regular communication with Head Teachers and College Leads, providing specific feedback in a timely manner (verbal and/or written) when requested or as part of an ongoing process (e.g., Head Teacher weekly updates, monthly or termly reports).
- Provides assurance to the C.O.O., Board of Directors, and Head of Quality (Education) regarding operational integrity (e.g., regulatory inspection readiness, compliance, and risk management). The monthly Performance Review process serves as a key mechanism for this.
- Undertakes additional visits to schools and colleges requiring enhanced support (e.g., those designated as Enhanced Support Sites), offering targeted challenge and support.
- Chairs emergency governance meetings when necessary with associated stakeholders.
- Ensures that all schools and colleges in their portfolio meet statutory compliance requirements (Red category in AQAS) relevant to their service type (e.g., Equalities Duty, Independent School Standards, Pupil Premium compliance).
- Provides regular communication and feedback (verbal and/or written) to the C.O.O., Specialist Directors, and Head of Quality (Education) as appropriate.
- Considers and commissions additional support when necessary.
- Works closely with Central Services Teams, commissioning enhanced challenge and support when needed.

Central Services

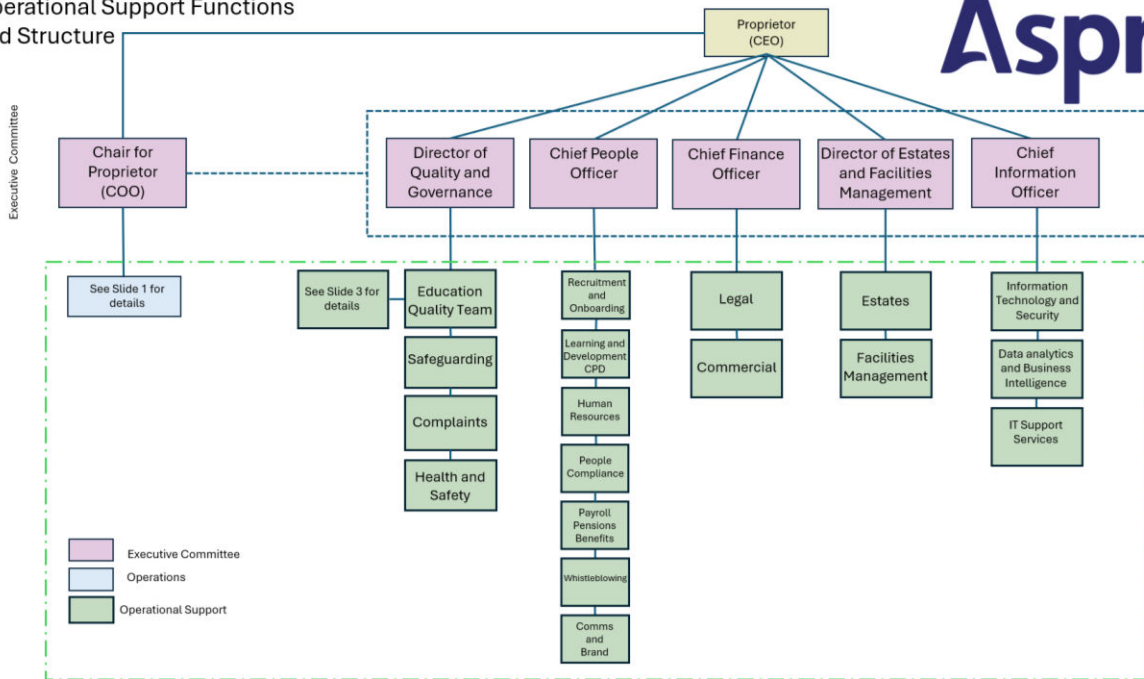
Aspris has a comprehensive Central Services structure that supports and challenges local governance through specialist teams. These central teams provide frontline services and operational leaders with effective frameworks to ensure high-quality provision, as well as robust monitoring and support networks. The diagram below illustrates the specialist teams within this structure.

Proprietorial Governance Structure



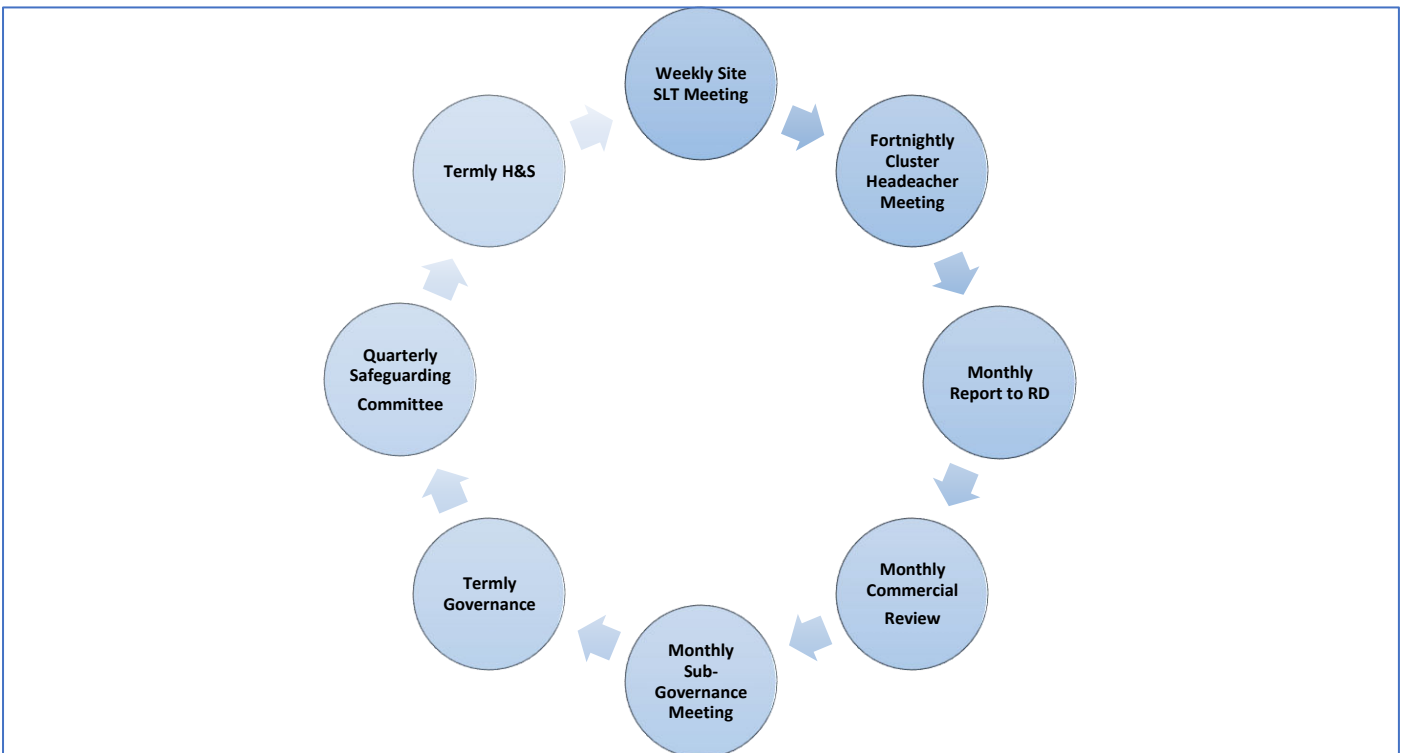
Operational Support Functions and Structure

Operational Support Functions and Structure



Governance structure as detailed in ASC16

Overview of Local Core Meeting Cycle



Local Governance Reporting and Monitoring

	Description	Documentation	Staff Responsible	Frequency
SLT / Team Meetings	Each HT or Principal to hold their own meeting with their team. Informed by Action Plan etc. Cascade national and local company directives Drive continuous improvement and quality Feed into overall portfolio	All local formats for evidence plus: SDP / SEF – education Action Plan – SEND Action Plan – Support Services Action Plan – Business Action Plan – ISS Health Check / Capacity Model H&S/ Maintenance Team – meet with HT	Principal – SLT Senior admin SENDCO	Weekly
Cluster Headteacher Meetings	Strategic Operations and Governance overview Business development and action planning. Shared strategic agenda to inform site action plan and team meeting agenda. Informs commercial review, ADC and operational performance	Agenda Business development plan for the region Shared central documentation.	Regional Director Head Teachers / Principals And any other professional invited at the discretion of the RD	Fortnightly
Monthly Report	Overview of all aspects of local site operations including safeguarding. Highlight issues or blocks for RD attention	Monthly Report Template ASC Form 16GC	Principal- SLT Managers Extended leadership team in schools to contribute	Monthly
Sub-Governance Meeting	Overview of requirements and updates from central colleagues	Agenda	Principal Central Colleagues	Monthly
Commercial Review	Operations and expenditure; considered against ADC and budget forecast. Report on monthly spend in line with budget Informs strategic discussions Reporting to COO and Finance Director	Commercial Review Proforma. Insights data	Regional Director presents to Director of Finance/ Head of Finance/ COO Regional Business Manager Head Teachers / Principals	Monthly
Environmental check	Environmental walk documented. Issues escalated	ACS Form 16R ENVIRONMENT WALK AROUND template 2022 colleges H&S > feeds into full annual audit	Principal / Senior Admin / Maintenance Manager	Monthly

	Description	Documentation	Staff Responsible	Frequency
Governance Meeting	Strong local model of Governance. Detailed support and challenge Regulator evidence Environmental walk documented QA cycle reviewed and documented SCR reviewed by RD	ACS16G Termly Governance Report Education ACS16GA Termly Governance Meeting Notes	Governance Chair: Scott Preston Principal plus SLT/ ELT as appropriate. Regional and National Governance members as per organisational structure and dependant on need can include QIL And any other professional invited at the discretion of the RD	Tri-annually Report to be received 10 days before schedule date
H&S Committee meeting	Review of H&S audits in align with reporting and monitoring Academy Compliance	ACS 14	Principal to chair with relevant staff to include: Senior Admin H&S Staff Pupil representative Note Taker: Senior Admin	Quarterly
Budget Forecast / Banding review Annual	Annual overview. Projected Income from Fees / ADC growth Projected spend: Staffing costs, recruitment in line with ADC growth Commercial review monitoring Potential Projects to support ADC Banding review – all pupils	Aspris Accounts Budget format Audit of Needs	Regional Director Regional Business Manager Aspris Accountants and Finance Team Head of Finance (Education) Head Teachers / Principals SEND lead	Annually Usually in T3
Safeguarding	Creating a culture of Safeguarding, weekly site meetings, reporting, escalations, review, lessons learnt – open and transparent Regular training / compliance Audits: Quality team company, commissioner, Governance Regional sharing of best practice through committee meetings Robust SCR process embedded.	Safeguarding Policy KCSIE / KLS Training Compliance for DSLs / DSPs / all staff	Regional Director – regional safeguarding lead DSL / DSP DDSLs / DDSPs HT / Principal Head of Safeguarding	On demand / built in points for review as part of local process/ Governance checks / proprietorial Governance. Quarterly Safeguarding committee meetings

Other Meetings of Significance

Local Meetings

Description	Responsibility	Frequency
Operational meetings	RD > COO	Weekly: Mon/Fri
Referrals Meeting	RD / All Site Leads, referrals co-ordinator	Weekly: Mon
Ad-hoc SLT meetings with RD	RD / HTs / SLT	At least once per month
Cluster Strategic Meeting	RD / HTs	Termly (x 3)
Banding Review	RD, HT, finance team	Annually
Performance Management Reviews	All Line Managers	T1/2 (target set) T3/4 (mid-term) T5/6 (Review)
HR Employee Relations	RD / local HR / Senior Admin / HTs/ HRBP / HRA	Weekly: Thurs
Recruitment	RD / Senior Admin / HTs/ Aspris Recruiter	Weekly: Fri
Safeguarding Audit	RD / DSL / DSP / HTs	Annually
ISS Audit	HTs / RD / Quality Team	Annually
Ignite Forum	All staff / Site representative / Site Leads / Senior Admin	Termly
Cluster Ignite Forum	RD / Site Reps	Termly
H&S / Maintenance / HTs – site action review	HTs/ Maintenance Manager	Weekly
H&S Audits	Site Leads / Maintenance Manager / external audit	Bi-annual site visit/ monthly monitoring
Commissioner Quality Assurance visits	Head Teachers / RD	Ad hoc
Enhanced Support Calls	RD, HTs, Quality Team, Proprietorial Governance representatives	As identified and scheduled by Quality Team

Emergency Reporting

Description	Responsibility	Frequency
Escalation Forms ACS58 V03– significant incident, cause for concern, serious safeguarding risk	HT/ DSL Head of Safeguarding	As required – to RD – follow local process for incident recording
Notification form – Ofsted / regulator visit	HT	Aspris Governance
Major Incident Contingency Form HS74 Response	HT	Updated as required – review local procedures in accordance with government guidance

Central Meetings

Description	Responsibility	Frequency
Safeguarding support and reflection calls	HT/ DSL / JM	On demand
Head Teacher calls	HT / Head of Quality	Monthly
Quality Team / Safeguarding visits	Head of Quality / Safeguarding KD	On demand
Quality Review	Exec Team – RD supplies slide deck review for region	Monthly
Ex Comm meetings	Executive Committee	Monthly

Education Quality Team

The Education Quality Team sits within the Governance and Risk Team and is overseen by the Director of Governance and Risk (DoG&R). The team consists of a Head of Quality Education (HoQ), one Senior Quality Improvement Lead and one Quality Improvement Lead (QIL). Each Senior QIL or QIL is responsible for a portfolio of settings within their remit. A key role of the team is to ensure impartiality through the assurance processes that are delivered as part of the Education Service Delivery Model.

The purpose of the Education Quality Team is to:

- Improved School and College Ratings: Facilitate the progression of Schools and Colleges from RED to AMBER, AMBER to GREEN and GREEN to BLUE by delivering targeted support and implementing focused quality improvement interventions.
- Enhanced Accountability: Strengthen governance and reporting frameworks to empower Regional Directors and Head Teachers to effectively monitor, evaluate, and enhance performance standards.
- Consistency in Quality: Establish consistent expectations and practices across all Schools and Colleges, ensuring a collective commitment to excellence, aligned with the modalities through the Aspris Quality Assurance Standards (AQAS).
- Ongoing Monitoring and Adaptation: The Aspris Quality Team will conduct regular progress reviews, adjusting strategies based on measurable outcomes and feedback to drive continuous improvement and readiness for the next academic year.
- Achievement of Regulatory Excellence: Schools and Colleges will achieve a 'good' or equivalent rating in region-specific regulatory inspections, with an increasing number attaining an 'outstanding' rating by prioritising and achieving perfect quality.
- The Education Quality Team aims to work proactively with Regional Directors (RDs) as the Chair of Governors, school and/or college leads and Central teams.

Education Quality Team Visits

The Education Quality Team offers support and a range of support/challenge visits based on the AQAS. The core offer for schools and colleges is:

AQAS	Description	Type of support	Allocation
BLUE	<ul style="list-style-type: none"> • Exceptional school/college 	<ul style="list-style-type: none"> • Service leader • Minimal risk • Below basic core offer 	<ul style="list-style-type: none"> • Up to 1.5 days • 1 Themed school/college review • 1 half day follow up
GREEN	<ul style="list-style-type: none"> • Secure school/college 	<ul style="list-style-type: none"> • Innovation • Low risk • Basic core offer 	<ul style="list-style-type: none"> • Up to 3 days • 1 Full or Themed school/college review • 1 day follow up
AMBER	<ul style="list-style-type: none"> • Improving school/college 	<ul style="list-style-type: none"> • Assurance • Moderate risk • Above the core offer 	<ul style="list-style-type: none"> • Up to 6 days • 1 Full school/college review • 1 Themed school/college review • 2 half day follow ups • ESS support if within process
RED	<ul style="list-style-type: none"> • Concerning school/college 	<ul style="list-style-type: none"> • Compliance • High risk • Enhanced School support – significantly above the core offer 	<ul style="list-style-type: none"> • Up to 10 days • 2 Full school/college review • 1 themed school/college review • 5 half day follow ups • ESS support

Additional Quality Activities to support Governance

In addition to the core offer entitlement visits to a school or college, the Education Quality Team will also undertake some or all of the following activities to support the governance process at all levels as part of its core offer.

Full or Themed school/college review	Support for regulatory inspections	Enhanced School or College Support (ESS)	Head Teacher briefings
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Data analysis and intelligence gathering	Reporting Ups support	Research and innovation	SEF/SDP development
Website audits	Investigations	Interviews – HT or RD	Policy development
Coaching and mentoring	Professional learning and development delivered by experts	Complaints	Bespoke support
Safeguarding			

School / College Improvement Partner

To enhance the governance process and strengthen the support and challenge provided by the Education Quality Team, Aspris will commission visits from an external School / College Improvement Partner. The Head of Quality (HoQ) serves as the point of contact for engaging the improvement partner, ensuring alignment with the QA calendar.

Termly Governance Dates – 2025/2026

	Chair	Autumn Term	Spring Term	Summer Term
ACNW	Scott Preston	30/09/2025	22/01/2026	19/05/2026
ACSW	Scott Preston	30/09/2025	22/01/2026	19/05/2026
Strathmore	Scott Preston	30/09/2025	22/01/2026	19/05/2026
Aspris Telford	Scott Preston	29/09/2025	21/01/2026	12/05/2026
Queenswood	Scott Preston	18/09/2025	15/01/2026	21/05/2026
Talocher	Scott Preston	17/09/2025	14/01/2026	20/05/2026
Aspris Ridgeway	Scott Preston	15/09/2025	12/01/2026	18/05/2025