

Loxford School Trust

UPDATED SEPTEMBER 2016

Handbook of Governance

Governance continues to evolve within the Trust from a system based on the previous Local Authority Model for a single school, to a model more suited to the multi-academy trust that we have become.

Three tiers of Governance have been developed:

1. The Trust Board
2. The Board of Directors
3. Local Governing Boards.

Each has a distinct role which complements the other tiers and which is designed to make the Trust as efficient and effective as possible in delivering education to the pupils and students of the schools.

The role of the Trust Board is broadly the strategic direction of the Trust; the Directors' perform the duties of former Finance and General Purposes Committees and oversee and challenge the strategic Financial management of the Trust, including the schools' estates management, condition and suitability and contractual obligations; the Local Governing Boards oversee and challenge the quality of Teaching and Learning in their respective schools.

There are a few, but essential sub-committees required to meet for specific duties:

- a. Audit Committee – which is a sub-committee of the Board of Directors
- b. CEO's Performance Review committee
- c. Head teachers' performance Review committee for each school
- d. Pupil Discipline Committees for each school (constituted as and when necessary)
- e. Staff Discipline Committees for each school and/or the Trust (constituted as and when necessary)
- f. Grievance Committees for each school and/or the Trust (constituted as and when necessary)
- g. Appeals Committees, constituted when required to review the work of any of the above committees (excluding the Audit Committee) or as part of the Grievance Procedures as and when required.

What we require of Governors and Directors

All Governors, Directors and Trustees within the Loxford School Trust, apart from those who serve ex-officio, work on a voluntary basis.

“Governance is about overseeing the success of the school. It is about agreeing priorities and monitoring progress towards them. It is not about running or managing the school or college – that is the job of paid professionals. Governance is about providing constructive support and challenge to leaders and managers to enable them to do their job to the best of their ability. Strong governance is becoming all the more essential as schools and colleges become more autonomous.”

“Your governing body has a vital strategic role. The Government and Ofsted have high expectations of your ability to hold your headteachers and principals to account and drive improvement.

While you have a constitution that determines the number and type of people who will make up your governing body, once around the table, all your governors must simply govern in the best interests of learners. This means that you need to recruit governors not primarily because of who they are, but because of what they can contribute to the effective working of your governing body.” – National Governors Association (NGA)

Within Loxford School Trust (“The Trust”) we have a clear model of Governance at each tier which is subject to (at least) annual review. We also require all Governors annually (or on appointment, if that falls outside of the annual cycle) to sign and agree to comply with the Code of Practice. We require Governors and Directors to

prioritise meetings they are asked to attend and to this end publish an annual calendar of meetings to which we aim to conform, other than for unforeseen circumstances (Appended).

Outstanding governance requires that Governors know their schools other than just from the information provided by schools' senior leaders. This will require governors, by appointment or invitation and with a clear purpose or agenda, to undertake these kinds of activities outside of the meeting schedule:

- To be aware of the statutory responsibilities of governors
- To visit their school whilst it is both at work and when celebrating its achievements
- To attend training and suggest training to improve governors' effectiveness and knowledge
- To report their observations and experiences to governor colleagues and/or senior leaders (verbally or in writing) to improve collective awareness
- To take an interest in a particular aspect of the school's work on behalf of its pupils and/or students.
- To take an interest in the experiences of a particular cohort of pupils/students

Outstanding governance is a professional job undertaken voluntarily. It requires a commitment of time and, for those governors in employment, reasonable time off (i.e. by negotiation between the employee and their employer) is a statutory right – although employers are under no obligation to pay governors for the time taken, which may be a stumbling block.

Good practice dictates that Governors and their immediate families may not profit personally through their association with The Trust. To this end a new and comprehensive register of business interests will be compiled from September 2015.

The documentation supporting this is included with this document.

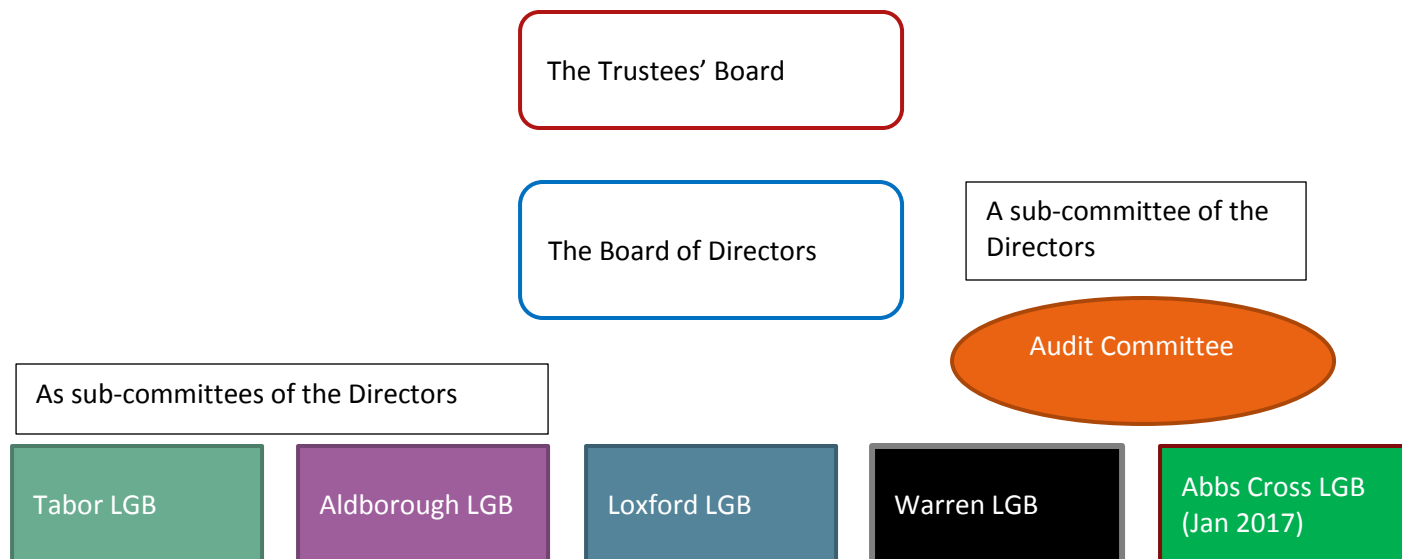
The structure of The Trust is appended.

Additionally included with this document are the current Constitution and Terms of Reference of

- the Board Directors
- the Audit Committee
- Local Governing Boards

Also appended is the Code of Conduct.

The Governance Structure of the Trust



Local Governing Boards (LGB) meet before the termly Directors Meeting and report to the Directors by way of minutes and specific local matters to be raised.

- Local Governing Boards receive primarily, Head teachers' reports, monitor local policies and any relevant information provided by The Trust.

The **Audit committee** meets with auditors to review Internal and External Audit Reports before the termly Directors' Meeting

- The Audit committee receives, primarily, Audit reports and reports from the Director of Finance (DoFO) who may be supported by the CEO/Chief Accounting Officer
- Details of Financial Management are written in the separate Finance Manual.

The Directors meet at least termly to review the strategic success of the Trust through its schools.

- The Directors receive primarily a report from the CEO, together with reports/minutes from the Audit and LGB sub-committees.
- Details of Financial Management are written in the separate Finance Manual.

The Trustees form the Limited Company and meet at least annually to oversee the Annual Report of the Trust's undertakings.

Meeting Dates 2016-2017 Academic Year

MEETING DATES 2016-2017 LOXFORD SCHOOL TRUST								
School Year 2016 -2017								
All Meetings Start at 6:00 pm unless otherwise stated								
Autumn Term			Spring Term			Summer Term		
September			January			May		
Monday	12/09/2016	Abbs Cross IEB 10:00 a.m.	Thursday	26/01/2017	Loxford LGB	Thursday	11/05/2017	Loxford LGB
October			February			Wednesday	17/05/2017	Aldborough LGB
Thursday	06/10/2016	Loxford LGB	Wednesday	01/02/2017	Aldborough LGB	Thursday	25/05/2017	Warren LGB
Monday	10/10/2016	Abbs Cross IEB 10:00 a.m.	Thursday	09/02/2017	Warren LGB	June		
Wednesday	12/10/2016	Aldborough LGB	Thursday	23/02/2017	Tabor LGB 4:00 p.m.	Thursday	08/06/2017	Tabor LGB 4:00 p.m.
Thursday	20/10/2016	Warren LGB	March			Thursday	15/06/2017	Abbs Cross LGB
November			Thursday	02/03/2017	Abbs Cross LGB	Thursday	22/06/2017	Audit Ctte 10:00 a.m.
Thursday	03/11/2016	Tabor LGB 4:00 p.m.	Thursday	09/03/2017	Audit Ctte 10:00 a.m.	July		
Monday	07/11/2016	Abbs Cross IEB 10:00 a.m.	Thursday	23/03/2017	Loxford Directors'	Thursday	06/07/2017	Loxford Directors'
Thursday	17/11/2016	Audit Ctte 10:00 a.m.						
December								
Thursday	01/12/2016	Loxford Directors'						
Monday	05/12/2016	Abbs Cross IEB 10:00 a.m.						
Thursday	15/12/2016	Loxford Members'						

Meeting Papers including Headteacher/CEO/DoFO Reports to be ready and sent to the relevant members by (7 working days before the scheduled meeting):

Code of Conduct for School Governors

Updated: September 2016

This code sets out the expectations on and commitment required from school governors and trustees in order for the governance to be properly carried out within The Trust, its schools and their communities. Those involved in Governance within the Loxford School Trust ("The Trust") may contribute to some or all of the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the schools
- Agreeing the school improvement strategies with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the headteacher/s
- Monitoring progress towards targets
- Performance managing the headteacher/s
- Engaging with stakeholders
- Contributing to schools' self-evaluation

Ensuring financial probity, by:

- Setting the budget/s
- Monitoring spending against the budget/s
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

As individuals we agree to the following:

Role & Responsibilities

- We understand the purpose of governance and the role of the headteacher/s.
- We accept that we have no legal authority to act individually, except when we have been given delegated authority to do so, and therefore we will only speak on behalf of the Trust or a Local Governing Board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside any governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/s. Our actions within schools and the local community will reflect this.
- In making or responding to criticism or complaints affecting the schools we will follow the procedures established by the governing board and or The Trust.
- We will actively support and challenge the headteacher/s.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.

- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing board and agreed with the headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training
- We accept that in the interests of open government, our names, terms of office, roles on the governing Board, attendance records, category of governor and the Board responsible for appointing us will be published on the school's website.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the chair/s in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the headteacher, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- The Chatham House Rule will apply in all Board meetings.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Interests will be published on the school's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.
Adopted by The Loxford School Trust - September 2016.

Register of interests for Loxford School Trust governors

UPDATED: SEPTEMBER 2016

To be completed annually (or sooner if circumstances change) by all governors.

For each business/relevant interest you must declare the name and nature of the business, the nature of the interest and the date the interest began:

Personal Details

Your name: _____

Your school/local governing Board: _____

Employment, office, trade, profession or vocation: _____

Please complete this section if you are in paid employment, or you are self-employed.

Are you self-employed Yes/No*

My employer is: _____

Their/ my business is: _____

My job is: _____

If you are employed as the headteacher, deputy headteacher or assistant headteacher at the school, and have other interests for which you personally receive remuneration please detail these interests below:

Contracts

Is there a contract, either existing or proposed, between you or your relatives (defined on the final page) or spouse (or someone living with you as if he or she were your spouse), an organisation/ society/club of which you are a member, or your employer, and the school where you are a governor or an employee?

Yes/No – If yes please give details of each contract below:

Nature of Interest (including details of company or organisation)	Date of Start of Interest

Are you a partner or director in a company or a body corporate or do you hold substantial securities?

Yes/No*

Nature of company or organisation	Date of Start of Interest

Interest in securities

Do you hold any substantial securities in any company or body corporate?

Yes/No* – If yes please give details of each contract below:

Nature of company or organisation	Date of Start of Interest

Membership of governing boards or academy trusts

Please record the details of governorships or trusteeships you hold on other schools. For each membership please record the name of the school, the office held and the date your membership began. If you do not hold any other governorships or trusteeships please write “not applicable” below.

Nature of School/Academy	Date of Start

Relationships between governors and members of the school staff including spouses, partners and relatives and relationships between school staff, including consultants.

Please declare below any relationship with a member of the school staff including spouses, partners and relatives. This includes spouse, partner, parent, parents-in-law, son, daughter, step-son, stepdaughter, child of a partner, brother, sister, grandparent, grandchild, uncle, aunt, nephew, niece

Nature of member of staff	Nature of Relationship

Declaration

I declare that to the best of my knowledge the foregoing is accurate, and I am aware that the above information is open to inspection. If my circumstances change, I will immediately inform the governing Board and make an appropriate declaration.

Signature Date

(Once you have completed this form please return it to the Clerk to the Trust, Mrs J McCready.

Please remember you need to declare an interest if your relative or spouse (or someone living with you as if he or she were your spouse) would be considered to have an interest in any item discussed at a meeting. The definition of a relative includes spouse, partner, parent, parents-in-law, son, daughter, step-son, stepdaughter, child of a partner, brother, sister, grandparent, grandchild, uncle, aunt, nephew, niece.)

Board of Directors

UPDATED: JULY 2015

CONSTITUTION AND TERMS OF REFERENCE

The Board of Directors of Loxford School Trust Ltd is the strategic Committee of the Loxford School Trust Ltd.

Membership

The Membership of the Board of Directors will be made up as follows:

- The Trust CEO
- One Representative elected from the Local Governing Board of each Trust School according to the eligibility criteria i.e. not an employee of any Trust School
- All Trustees.

Quorum

Fifty per cent of the current membership of the Board of Directors will form a quorum to transact business

Delegation

The Trustees delegate all strategic and financial responsibilities to the Board of Directors

Casual Vacancies

Casual vacancies, other than vacancies resulting from the resignation of representatives of Local Governing Boards, will be filled in accordance with reference to a skills analysis identifying expertise from which the Trust may benefit.

Frequency of Meetings

The Board of Directors will meet in accordance with the stated policy of the Loxford School Trust – see “The Loxford Trust September 2014 Document” or as amended and at least once per term according to the published Trust Calendar.

Attendance

All Directors are urged to make attendance at the meetings of the Board of Directors a priority. In the absence of the Chief Executive Officer for any reason, the Director of Finance or other senior member of staff nominated by the CEO may attend on the CEO’s behalf to report to the Board of Directors.

Functions of the Board of Directors

With reference to the Loxford School Trust:

- To promote the core functions of the Trust the Board of Directors will:
 1. Conduct the Trust with a view to promoting high standards of educational achievement within its schools:
 - a. Ensuring clarity of vision, ethos and strategic direction;
 - b. Holding the Chief Executive Officer to account for the educational performance of the Trust and its schools; and
 - c. Overseeing the financial performance of the Trust and making sure its money is spent according to the Value for Money principles as stated in the Academies Financial Handbook 2014 or as amended.

At its first meeting of the academic year:

- To elect a Chairman and/or Vice Chairman
- To elect a Chairman of the Audit Committee (this cannot be the Chairman of the Board of Directors)
- To complete the signing the Governors' Code of Practice where this has not happened at Local Governing Board Level
- To compile and publish on the Trust Website short profiles of all the Trust's Directors including:
 - The Register of relevant Business Interests of the Board of Directors and Local Governors (details of the requirements are in the Academies Financial Handbook 2014 or as amended)
 - The names of all members, their terms of office, their roles within the governance structure, category of governor and the body responsible for appointing them.
 - Ensure all published data on the Trust website complies with current regulations
 - To review and familiarise themselves with the Trust's Strategic Development Plan and ensure it details an appropriate action plan to deal with key issues following Inspection and or in relation to developments at the Trust's Schools (dealt with in the CEO's/DoFO's Report)
 - To receive all relevant Financial Reports and matters related to the Trust's Schools' Estates (dealt with in the DoFO's/CEO's Report)
 - To receive reports and recommendations from the Audit Committee
 - To receive the minutes of each LGB and deal with any specific matters referred from those sub-committees.
 - To note the Staffing Position in each Trust School - in particular the Senior Leadership (dealt with in the CEO's Report)

At subsequent meetings during the academic year

- To complete the signing the Governors' Code of Practice in the case of new members
- Ensure all published data on the Trust website complies with current regulations
- To review progress against the Trust's Strategic Development Plan and any relevant action plans relating to the Trust or its schools (dealt with in the CEO's Report)
- To receive all relevant Financial Reports (dealt with in the DoFO's Report)
- To receive reports and recommendations from the Audit Committee
- To receive the minutes of each LGB and deal with any specific matters referred from those sub-committees.
- To note the Staffing Position in each Trust School - in particular the Senior Leadership (dealt with in the CEO's Report)

Whenever required

- To review resource provision, both human and financial, and report and/or make recommendation to the Loxford Trust Directors where deemed appropriate concerning proposed or already implemented changes
- To deal with any matters referred to it by the Trustees of the Loxford School Trust Ltd.

Annually

- To review the effectiveness and impact of Governance within the Trust to inform the Trustees Annual Report through updating a "Skills Audit" and "Matrix" in preparation for the Trust's Annual Report.

AUDIT COMMITTEE

UPDATED JULY 2015

TERMS OF REFERENCE

1. Authority

The Audit Committee is a Committee of the Board of Directors and is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any employee, external audit, internal audit or other assurance provider.

The Audit Committee is authorised to obtain outside legal or independent professional advice it considers necessary, normally in consultation with the Accounting Officer and/or Chair of the Trust. However, the Audit Committee may not incur expenditure in excess of £10,000 in doing so without the prior approval of the Trust.

2. Role

The role of the Audit Committee is to maintain an oversight of the Academy Trust's governance, risk management, internal control and value for money framework. It will report its findings annually to the Board of Directors and the Accounting Officer as a critical element of the Academy Trust's annual reporting requirements. The Audit Committee has no executive powers or operational responsibilities/duties.

3. Duties

The duties of the Audit Committee are to:

- 3.1 Advise the Board of Directors and Accounting Officer on the adequacy and effectiveness of the Academy Trust's governance, risk management, internal control and vfm systems and frameworks. An annual report will be produced by the Audit Committee in this regard.
- 3.2 Advise the Board of Directors on the appointment, re-appointment, dismissal and remuneration of the external and regularity auditor.
- 3.3 Advise the Board of Directors on the need for, and then, where appropriate, the appointment, re-appointment, dismissal and remuneration of, an internal auditor or other assurance provider to enable the Board to sign the corporate governance statement in the annual accounts.
- 3.4 Advise the Board of Directors on an appropriate programme of work to be delivered by independent assurance providers (external auditors and responsible officer). This programme of work to be derived from the Audit Committee's regard of the key risks faced by the Academy Trust, the assurance framework in place and its duty to report to the Board of Directors as detailed in 3.1.
- 3.5 Review the external auditor's annual planning document and approve the planned audit approach.
- 3.6 Receive reports (annual reports, management letters etc) from the external auditor and other bodies, for example the EFA and NAO, and consider any issues raised, the associated management response and action plans. Where deemed appropriate, reports should be referred to the Board or other committee for information and action.
- 3.7 Regularly monitor outstanding audit recommendations from whatever source and ensure any delays to implementation dates are reasonable.
- 3.8 Review the Academy Trust's fraud response plan and ensure that all allegations of fraud or irregularity are managed and investigated appropriately.
- 3.9 Consider any additional services delivered by the external auditor or other assurance provider and ensure appropriate independence is maintained.
- 3.10 Ensure appropriate cooperation and coordination of the work of the external auditor and responsible officer.
- 3.11 Meet with the external auditor and responsible officer, without management present, at least annually.

4. Administration

- 4.1 The audit committee will meet at least once per term.

- 4.2 The Audit Committee will consist of three members of the Board of Directors. Additionally, up to two external co-opted members may also be appointed. The Chair of the Trust or Directors cannot be a member of the Audit Committee.
- 4.3 The Audit Committee will be quorate if two members are present and 50% of members are Academy Trust Board members.
- 4.4 The Accounting Officer, Finance Director and other members of the Academy Trust staff maybe invited to attend, but will have no voting rights.
- 4.5 Administrative support will be provided by the Clerk to the Board of Directors.
- 4.6 Agendas will be agreed in advance by the Chair of the Audit Committee (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated to members and attendees at least 5 working days in advance of the meeting.
- 4.7 Minutes of meetings will be taken and once approved in draft by the Chair of the Audit Committee, be submitted to the next scheduled meeting of the Board of Directors.
- 4.8 The Audit Committee will review these terms of reference and self- assess its performance against these terms of reference on an annual basis.

Local Governing Boards

UPDATED JULY 2015

CONSTITUTION AND TERMS OF REFERENCE

Local Governing Boards are sub-committees of the Board of Directors of Loxford School Trust Ltd.

Membership

The Membership of the Local Governing Board will be made up as follows:

- Headteacher [Ex-Officio]
- The Trust CEO
- One Teacher [Elected by teachers]
- One Staff Member [Elected by staff]
- Two Parents [Elected by the parents] **SEE NOTE RE: LOXFORD SCHOOL BELOW**
- 3 Co-opted Governors

Additionally – any Trust Board member is entitled to attend, without voting rights, the meetings of any LGB.

Loxford Parent Governors will be elected:

1 from the parents of children in years R – 5, and

1 from the parents of children in years 6 – 13

Revised terms of Office

With effect from 1 September 2015 all newly **elected** governors (staff, teacher, parent) will normally serve a term of **two** years from the date of their election. (This provision is allowed for in the Statutory Regulations 2015).

Delegation

The Local Governing Board has delegated responsibilities according to the policy of the Directors of the Trust.

Casual Vacancies

Casual vacancies will be filled in accordance with the normal recruitment procedures for members of the Local Governing Board

Frequency of Meetings

The Local Governing Board will meet in accordance with the stated policy of the Loxford School Trust – see “The Loxford Trust September 2014 Document” or as amended and at least once per term according to the published Trust Calendar.

Attendance

In compliance with the Code of Conduct, all Governors are urged to make attendance at the meetings of the Local Governing Board a priority.

In the absence of the Head teacher for any reason, the Deputy Head-teacher or other senior member of staff nominated by the Head teacher may attend on the Head’s behalf to report to the Local Governing Board.

Any members of the school’s leadership team, including from time to time curriculum leaders [middle leaders], will be welcome as observers, to report to, or to make contributions to the discussions at the sub-committee meetings. They will not be members of the Local Governing Board or have the right to vote at meetings.

Functions of the Local Governing Board

With reference to the School Development Plan:

- To promote the core functions of the Trust the Local Governing Board will:

Conduct the school with a view to promoting high standards of educational achievement:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the head teacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent.

At its first meeting of the academic year:

- To elect a Chairman and/or Vice Chairman and decide who will represent the Local Governing Board on the Board of Directors of the Loxford Trust
- To assign link governors for **Safeguarding**¹ (including Child Protection) and SEND and any other areas deemed appropriate by the LGB
- To receive any reports from or select link governors for the core subjects and SEND/AEN where available
- To sign the Governors' Code of Practice
- Ensure all published data on the school website complies with current regulations
- To review and familiarise themselves with the School Development Plan and ensure it details an appropriate action plan to deal with key issues following Inspection.
- To review in detail pupil achievement at the end of all Key Stages in the previous academic year and to review the current progress of all current pupils, including projections of their future progress and achievement and to agree school pupil progress/achievement targets (through Head teacher's Report)
- To monitor the impact of Pupil Premium/Primary Sports funding (and publish on the website)
- To review benchmarking data in relation to pupil achievement including the Ofsted Dashboard data for the school
- To review the provision of the core subjects in the National Curriculum/Curriculum
- To review Sex Education provision and minute its findings
- To review teaching and other relevant plans for the academic year in light of the School Development Plan and or other action plans

At subsequent meetings during the academic year

- To review Safeguarding
- To keep the National Curriculum/Curriculum provision in the school under scrutiny
- To receive a report on pupil progress by Key Stage
- To review curriculum enrichment including both on-site and off-site visits and experiences

¹ Ofsted has published a document setting out the approach inspectors should take to inspecting safeguarding in all the settings covered by the framework. It should be read alongside the framework and handbooks:

- 'Inspecting safeguarding in education, skills and early years settings', June 2015.

It is also essential that those with safeguarding responsibilities are familiar with the statutory guidance in relation to safeguarding:

- 'Keeping children safe in education: Statutory guidance for schools and colleges', March 2015
- 'Working together to safeguard children', March 2015.

These documents are available here: www.gov.uk/government/publications/

- To know the name of the Senior Leader with responsibility for Health and Safety for visits
- To receive and review risk assessments for school visits and curriculum areas and minute its findings
- To receive occasional reports, written or face-to-face, from Subject leaders [ATLs]
- To receive reports from link Governors
- To receive reports concerning Pupil/Parent and Staff Voice feedback or to initiate such surveys

Whenever required

- To review resource provision, both human and financial, and report and/or make recommendation to the Loxford Trust Directors where deemed appropriate concerning proposed or already implemented changes
- To review, publish on the schools' website and keep up-to-date all statutory and other relevant school policies [it may be appropriate to delegate the review function to a smaller working party].
- To deal with any matters referred to it by the Directors of the Loxford Trust.

Model Agenda – First meeting of the Academic Year – Local Governing Boards

Governors are requested to attend a meeting of the <SCHOOL> Local Governing Board for the transaction of the business set out below, on <DATE AND TIME> at <VENUE>.

PROCEDURE:

- 1 **Membership and Attendance**
List the members of the LGB, their status (i.e. Trust, parent, staff etc), the expiry of their term of office and their role on the LGB.
 - a. Governors/visitors will sign the register of attendance
 - b. To receive any apologies for absence.
 - c. To consider whether the Governing Board consents to any member(s) being absent
 - d. To note those absent without apologies
 - e. To note any changes in Membership
 - f. To co-opt Governors (where relevant)
 - g. Governors will complete and or update their skills audit and note areas relevant for any new recruits

- 2 **Declaration of Pecuniary Interests/Code of Conduct**
 - a. Governors will complete the Register of Business Interests form and withdraw from any item causing a conflict of interest during the meeting.
 - b. Governors will sign the Code of Conduct

- 3 **Business of Meeting**
 - a. To identify and agree any items to be considered under the agenda item “Other Urgent Business” or to defer any item to the next meeting

- 4 **Minutes of Previous Meeting**
 - a. To agree the minutes of the last meeting
 - b. To discuss any matters arising

- 5 **Elections/Roles and responsibilities**
 - a. Elect a Chair and/or Vice-chair if necessary (essential)
 - b. Elect a Representative to the Trust Board of Directors (essential)
 - c. Name the Governor with oversight of Safeguarding (essential)
 - d. Name the Governor with oversight of SEND (essential)
 - e. Name other link Governors (e.g. curriculum area/phase) etc. (desirable)

Teaching and Achievement

School Improvement

6) School Improvement Plan/Action Plan

- a. To receive and discuss the Head teacher's report on strategic and forward planning in relation to developing the curriculum, staffing, teaching and pupil achievement (**The School Improvement Plan/Action Plan**) noting where it deals with any issues from recent Inspection or Monitoring Reports (where relevant).
- b. To have presented the planned use of Pupil Premium and Primary Sports Premium income
- c. To receive a summary of progress in implementing any specific action plans for school improvement (where relevant).
- d. Current staff list, their status and their responsibilities.

7) Performance Indicators:

- a. Information from any new, current Inspection or Monitoring reports
- b. Achievement of pupils by Key Stage: EYFS – KS5 (most recent results of National Tests/Examinations)
- c. Ofsted Dashboard benchmarking data (where available and current: "G" pages)
- d. Destination data for leavers (University/College entrants, Apprenticeships, NEETS, other); (grammar school entrants from Y6)
- e. To receive the current impact report on the use of Pupil Premium/Primary Sports Premium
- f. To receive any targets for pupil attainment and to note performance against any previous targets
- g. To receive and discuss the Head teacher's report and data on the most recent/current assessments of the specific relevant groups from the following list:

NOTE: Clearly not all of these will be relevant to individual schools, or at all, – but these groups are the focus for the current Ofsted Inspection Schedule (September 2015) and the issues related to any relevant groups for their school should be identified in the Head teachers' Reports:

- a. disabled children and learners and those who have special educational needs
- b. children and learners in specialist provision
- c. boys/men
- d. girls/women
- e. the highest and lowest attaining children and learners
- f. children and learners for whom English is an additional language
- g. children and learners from minority ethnic groups
- h. Gypsy, Roma and Traveller children and learners
- i. lesbian, gay and bisexual children and learners
- j. transgender children and learners
- k. young carers
- l. children and learners attending alternative provision (still on the school role)
- m. children and learners with medical conditions
- n. disadvantaged children and learners
- o. children looked after and care leavers

- p. older learners
- q. children and learners of different religions and beliefs
- r. ex-offenders
- s. teenage mothers
- t. other vulnerable groups.

The Report *may* also include:

- a. Progress and attainment of pupils by year group or department noting any specific challenges or interventions (e.g. particular groups of children receiving intervention, “narrowing the gap” progress, etc.) or any particular challenges related to adding value to previous attainment.
- b. Any other pupil progress-related information – including any changes in the school’s demographic which may impact on learning or attainment outcomes.

The Report *will* also include:

- a. **TEACHING STANDARDS:** The Head teacher’s assessment of current Teaching Standards by phase/department/Key Stage and any matters related to training for improvement or consolidation – (this latter may be dealt with under the School Improvement Plan).
- b. **SAFEGUARDING:** Confirmation from the Head teacher concerning:
 - a. The names of Senior Managers with specific responsibilities
 - b. The date and nature of the most recent training
 - c. That the Single Central Register is up to date and any related issues
 - d. Any confidential issues related specifically to Safeguarding (if necessary deferred to the end of the meeting)
- c. **CURRICULUM:** Information on planned or implemented changes or developments to the school’s curriculum
- d. **EXTENDED CURRICULUM:** Information on the provision under the extended curriculum.
- e. **STANDARD ITEMS:**
 - a. Security and thefts: resulting in loss or damage of resources, personal property or to buildings
 - b. Serious accidents to pupils and or staff: resulting in serious injury or time lost from school/work plus any remediation needed (e.g. to faulty or damaged equipment or building repairs)
 - c. Fire drills: date and time taken to evacuate the building plus any urgent health and safety implications noted
 - d. Exclusions: Number of internal/external and permanent exclusions and nature of offences
 - e. Formal Complaints: Raised internally or by parents/others
- f. **Any other matters** the Head teacher wishes the LGB to note – “Good News”, sports and other successes, positive press, etc.

8) Finance Information

- a. To receive and note any relevant Finance Reports insofar as they impact upon the school

9) Trust Matters

- a. To receive and note any relevant information from Loxford School Trust insofar as it impacts upon the school (e.g. new key leavers/appointments).
- b. To list any items to be referred to the Trust Directors

10) Governor involvement

- a. To note any Chair’s action
- b. To receive reports from any Governors who have visited the school since the previous meeting
- c. To receive reports from specific link governors on their areas/involvement

- d. To note future opportunities for Governor visits (book-looks, learning walks, etc.) and receive notice of any fixed dates that may be relevant (concerts, exhibitions, INSET, etc)
- 11) Policies
- a. To deal with any matters relating to any policies that may be referred by the Head teacher
 - b. To note specifically the policies that are published on the school's/Trust's websites and receive assurance that they are currently relevant
 - c. **To review specifically and minute the school's policy on Sex Education (statutory)**
 - d. **To review the School's Admissions Policy**
- 12) Other Urgent Business
- a. To deal with any matters agreed under Item 3 of the Agenda
- 13) Confidential Items
- a. To deal with any matters deemed confidential (visitors or staff governors may be asked to withdraw to avoid a conflict of interest)
- 14) Date, time and place of the next meeting
- a. To note the published calendar of meetings for the academic year
 - b. To note the date of the next meeting

Skills audit 2016 – Name: _____

Experience, skills and other attributes	Level of experience/skill: rate on scale of 1 (none) to 5 (extensive) Do remember to think about all the situations in which you may have developed/used these skills				
	1	2	3	4	5
Essential for all governors/trustees					
Commitment to improving education for all pupils					
Ability to work in a professional manner as part of a team and take collective responsibility for decisions					
Willingness to learn					
Commitment to the school's vision and ethos					
Has basic literacy and numeracy skills					
Has basic IT skills (i.e. word processing and email)					
Should exist across the governing board					
Understanding and/or experience of governance					
Previous experience of being a board member in another sector or a governor/trustee in another school					
Experience of chairing a board / governing board or committee					
Experience of professional leadership					
Vision and strategic planning					
Understanding and experience of strategic planning					
Ability to analyse and review complex issues objectively					
Ability to identify problems					
Ability to propose and consider innovative solutions					
Experience reviewing the impact of new ideas and initiatives					
Ability to learn from failure					
Ability to make difficult decisions in the best interests of pupils					
Change management (e.g. overseeing a merger or an organisational restructure, changing careers)					
Understanding of current education policy					
Holding the head to account					
Communication skills, including being able to discuss sensitive issues tactfully					
Ability to analyse data					
Ability to question and challenge					

Level of experience/skill: rate on scale of 1 (none) to 5 (extensive)	1	2	3	4	5
Holding the head to account (cont.)					
Experience of project management					
Performance management/appraisal of someone else					
Experience of being performance managed/appraised yourself					
Financial oversight					
Financial planning/management (e.g. as part of your job)					
Experience of procurement/purchasing					
Experience of premises and facilities management					
Knowing your school and community					
Links with the community					
Links with local businesses					
Knowledge of the local/regional economy					
Working or volunteering with young people (e.g. teaching/social work/youth work/sports coaching/health services for young people)					
Understanding of special educational needs					

Existing governors only

What contribution do you feel you have made to the governing board over the past year?

Please give brief details of courses you have undertaken in the past year - include governor training, work based training/development and/or any other development/training activities.

Are there any additional areas of the governing board's responsibilities to which you would like to contribute in the future?