Local Advisory Boards Handbook

BRADGATE
Education Partnership

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Terminology

CEO – Chief Executive Officer
DoS – Director of Schools
MAT – Multi Academy Trust
LAB – Local Advisory Board

Key

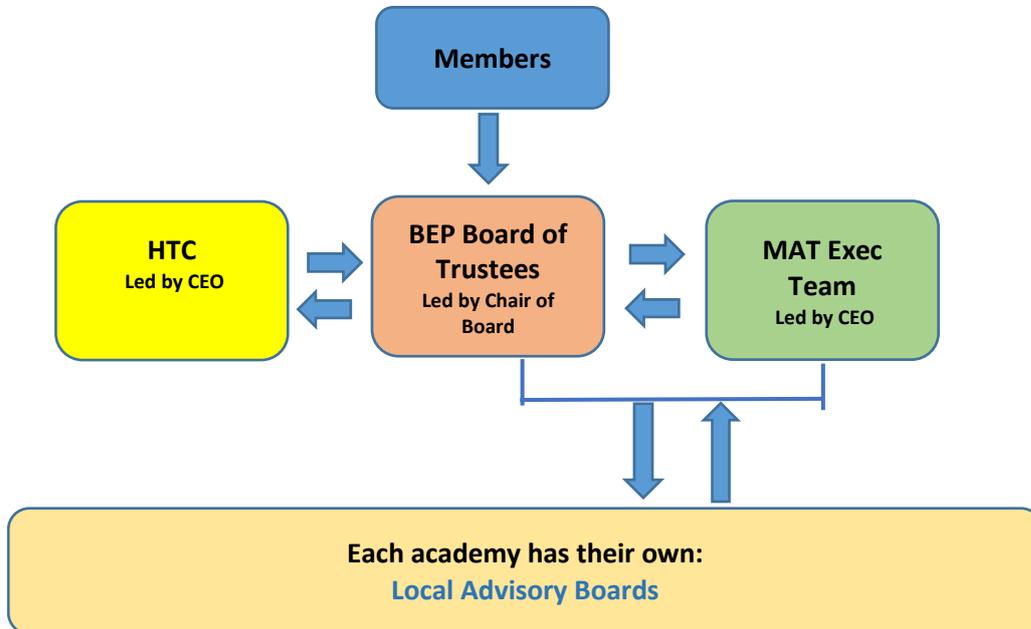| Trust Board	MAT Sub Committee	Local Advisory Board

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All of the above mentioned documents are located on Governor Hub.

1.0 Introduction

1.1 The Set Up of the Multi Academy Trust

Bradgate Education Partnership (MAT) is the legal entity that is ultimately accountable for all activities within the Trust's schools. Bradgate Education Partnership governance structure is illustrated below:

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                          │   Members   │
                          └─────────────┘
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                                 ▼
┌──────────────┐         ┌─────────────────┐         ┌──────────────┐
│     HTC      │  ──▶    │  BEP Board of   │  ──▶    │  MAT Exec    │
│  Led by CEO  │         │    Trustees     │         │    Team      │
│              │  ◀──    │ Led by Chair of │  ◀──    │  Led by CEO  │
└──────────────┘         │      Board      │         └──────────────┘
                         └─────────────────┘
                                 │
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┌────────────────────────────────────────────────────────────────────┐
│                     Each academy has their own:                     │
│                       Local Advisory Boards                         │
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1.2 The Role of the Multi Academy Trust

The Bradgate Education Partnership Trust Board has the overall responsibility and the ultimate decision making authority for all of the work of the Trust and the academies. They are accountable to external government agencies and are required to have systems in place through which they can assure themselves of the quality education, financial rigour, safety & safeguarding and good practice. Bradgate Education Partnership believes that it is essential to govern a group of academies through a single board which also creates the conditions for realising the benefits of school-to-school collaboration.

1.3 The Role of the Local Advisory Boards

The Trust Board provides guidance on governance to all academies, but has been supported by the development of sub-committees at academy level known as Local Advisory Boards (LAB). The LAB only has the powers and responsibilities that are delegated to them by the Board, which are formalised in the Scheme of Delegation **(Appendix 1 – Scheme of Delegation)** and supported by key Trust policies. All governance and leadership meetings are planned to facilitate the flow of information between the Trust Executive Team, the Head Teacher Committee, LABs and the Trust Board **(Appendix 3 – Role of the Local Advisory Board including model agenda templates).**

2.0   Local Advisory Boards (LABs).
    2.1   **Skills and Characteristics of Members of the LAB**
        The MAT Board requires all appointed LAB governors to have:
        - Commitment to a particular academy and a willingness to support the aims of MAT as a whole.
        - The skills required to contribute to effective governance and the success of the Academy
        - A strong commitment to the values of the Trust and the individual academy
        - The inquisitiveness to question, analyse and challenge
        - A willingness to learn
        - The ability to listen and reflect
        - A willingness to devote the necessary time and effort to the Academy's business including reading papers, attending meetings, attending training sessions and other relevant events
        - An understanding and acceptance of the duties and responsibilities set out in the Scheme of Delegation and Trust policies
        - Effective communication skills and a willingness to ensure effective communication between the LAB and the Trust Board
        - An ability to hold others to account for their professional practice
        - Good independent judgement
        - Experience of schools (as a former governor, a parent, or a member of staff) or the relevant skill set from the local or wider community
        - Governors of a LAB need to take a full and active role in fulfilling the role assigned to them by the Trust Board. This will include regular visits to the Academy

    2.2   **Responsibilities of the Local Advisory Board**
        Governors of the LAB play a key role in supporting the Trust Board to fulfil their regulatory and community duties. The LAB exercises the powers and responsibilities delegated to them by the Trust Board. Details of these powers and responsibilities are set out in the Scheme of Delegation and other key policies.

        The 'At a Glance" document **(Appendix 2)** provides a simple breakdown of the relative responsibilities of the Trust Board and the Local Advisory Boards. Local Advisory Boards are vitally important in ensuring the good governance of each academy, and are constituted to provide local scrutiny and challenge for Head Teachers and Principals within the individual academies.

    2.3   **Governors of the LABs will have the following duties:**
        - Ensuring good governance of the academy, using the agreed level of delegation and reporting accordingly
        - Representing the school vision and aims in accordance with the Bradgate Education Partnership vision and principles whilst ensuring individual schools aims and objectives are relevant to local needs
        - Supporting the Head Teacher/ Principal and senior leadership of the Academy whilst being a critical friend
        - Monitoring the achievement, quality of teaching & learning and behaviour, safety and safeguarding within the Academy
        - Monitoring the Academy's finances
        - Engagement with the Academy's key stakeholders e.g. parents/carers, pupils, staff and the wider community.

- Establishing and reviewing academy level policies and procedures, reflecting Bradgate Education Partnership expectations and bringing them to the attention of the CEO/DoS if any doubt exists
- Providing feedback to the Trust Board on the effectiveness of Bradgate Education Partnership policies
- Working within the expectations of the Terms of Reference (ToR) between Bradgate Education Partnership & LAB

2.4 LAB Governors will monitor:
- Educational offering, inc the compliance of the academy website
- Have oversight of the School Development Plan (SDP) and Self Evaluation Form (SEF)
- Have oversight of the Attainment and progress reports, including pupil premium and sports premium, challenging where needed
- Local community activities and relationships with all local stakeholders
- Other locally co-ordinated activities and forums (ENRCIH or similar)
- Review the Health and safety / property compliance across the academy, acting where necessary

2.5 Scrutiny and challenge will be given to:
- Implementation of the Bradgate Education Partnership's Safeguarding Policy incorporating the local LA procedures and any local changes necessary, inc the return of the Safeguarding Annual Audit
- Implementation of the School Development Plan (SDP), Self-Evaluation Form (SEF) and the school curriculum
- Annual review of the staffing structure
- Termly Head Teacher reports (x3)
- Annual preparation of budgetary recommendations from the Head Teacher / Principal prior to sending it to the Exec Team and Trust Board
- Regular monitoring of the income and expenditure, challenging any variances
- At the Head Teachers discretion the recruitment of staff, induction, on-going training and well-being of staff team in accordance with Bradgate Education Partnership policies
- Local academy marketing and PR (jointly with Bradgate Education Partnership as required)

3.0 Bradgate Education Partnership Trust Board and Local Advisory Board Meetings

Bradgate Education Partnership acknowledges that the Trust and the Academies are accountable to the Secretary of State for Education and to the communities that they serve.

3.1 The table below outlines the frequency and purpose of the Trust Board and Sub – Committee meetings and the model for the academies (Local Advisory Boards).

Group	Frequency of meeting	Role of body	Report to	Personnel
Trust Board.	4 times per year	Legal accountability for all areas of Trust	Members	Trustees, inc CEO. Other Exec Team members invited by Chair as needed.
Trust Sub Committees.	4 times per year.	Legal accountability for all areas of Trust	Trust	Trustees and BEP Exec Team
Local Advisory Boards (6 meetings).	6 times per year, half termly.	Local scrutiny and challenge (See Appendix 2).	BEP Exec Team or Trust Board.	Head Teacher Parents Staff Community Trust Exec Team as and when needed.

*Gradually phase out the use of LAB sub committees during the 2019/20 academic year

3.2 **Performance Management of Head Teacher**

This change is to recognise the Trust as the employer and the legally accountable body.

Part 1 - Discussion	Part 2 – Review & Target Setting	Part 3 - Appeal
Chair of LAB to meet with DoS and External Advisor to discuss the performance of the HT inc the broader elements of the role.	HT to meet with Chair of LAB, DoS and External Advisor to discuss / evidence performance for the academic year / set targets.	Should any concerns exist around the process/outcome, escalate to CEO.
Review Part 1, 2 and 3 – July 2020.		

Please see Teacher Pay Policy for further information/clarity

3.3 Pay Determination Process and Delegation of Decision Making

The Trust Pay Committee will ensure that pay decisions are subject to appropriate decision making structures with responsibilities outlined below:

Staff Group	Decision	
Teachers - Main Pay Spine - Upper Pay Spine - SLT within the school	Head Teacher – recommendations shared with Local Advisory Boards for information.	Trust Pay Committee to receive all pay decisions that have been made for ratification.
Head Teachers	Director of Schools	
Director of Schools	Chief Executive Officer	
Chief Executive Officer	Chair of Trustees	

Appropriate level of appeal outlined below:

Staff Group	Appeal
Teachers - Main Pay Spine - Upper Pay Spine - SLT within the school	Director of Schools
Head Teachers	Chief Executive Officer
Director of Schools	Chair of Trustees
Chief Executive Officer	Panel of Trustees – not including Chair of Trustees

3.4 LAB Ways of working (suggested)

- Meetings are held for a minimum six times a year. They are called by at least fourteen clear days' notice. Attendees are given notice of the time, place and nature of the meeting.

- The Clerk will circulate papers to members and keep minutes of each meeting, uploading to Governor Hub.

- The LAB agenda will include these standing items: (**Model Agenda templates for use – included in Appendix 3**)

Local Advisory Board Chairs should report up to the Trust Board in a timely manner following their meetings, if necessary (if a concern exists, urgent or otherwise). The Trust Board will respond in due course through the CEO and the Exec Team.(**Chair of LAB Urgent Report : Appendix 4**). In most cases minutes of the meeting will be more than acceptable.

3.5   **The Head Teacher / Chair / DoS will report to the Trust Board on:**
- When statutory compliance and risk management at a local level is a concern
- Pupil admission numbers (PAN) are a concern
- Safeguarding alerts (immediately) and outcomes of any procedures (Whistleblowing / Staff Allegations)
- Pupil discipline and exclusions in accordance with any relevant Bradgate Education Partnership policies
- Relationships with parents / community which may need further support or gives cause for concern
- Any other matters politely requested by the Trust Board
- CoG to report any concerns with any statutory issues to DoS or CEO.

3.6   The Chair of the LAB should aim to attend the termly strategic meeting with the CEO and the Trust central team.

3.7   <u>Review</u>
The Local Advisory Board will carry out a self-audit bi-annually and share the results with the Board.

Trust Scheme of Delegation - Appendix 1

Please see separate document on GovernorHub – BEP Scheme of Delegation and LAB Terms of Reference

Governance responsibilities within BEP for the Trust Board.	Governance responsibilities for Local Advisory Boards (LABs).
-Development of the vision and values, consulted upon with HTC.	-Develop vision and values linked to the Trust (locally interpreted).
-Reviewing the ToR for the LAB and Trust policies.	-Development of behaviour policy linked to the Trust Behaviour Statement.
-Determining the Scheme of Delegation and any changes, consulted upon with HTC prior to taking it to the Trust Board.	-Agree to use the LAB ToR and Trust SoD / policies.
-Employer.	-Sign up to the Governor Code of Conduct supplied by Trust **(Appendix 5b)**
-Accountable in law for all of the Trust Academies.	-Named governor for SEND
- Sign up to the Trustee Code of Conduct **(Appendix 5a)**	-Named governor for Safeguarding
Strategic Management (BEP Exec Team)	**Local Scrutiny and challenge of:**
-Recruitment of Head Teacher / Principal with at least the Chair of LAB at each academy.	-Support the implementation of the vision and ethos
-Performance Management of HT with Chair of LAB and External Advisor.	-Support the implementation of the Safeguarding Policy, ensuring local amendments are made and Annual Safeguarding Audit is returned annually
-Discussion with BEP SLT about the in the recruitment of other members of the SLT (DHT, AHT, SBM) prior to recruitment.	-Support the development and monitoring of the SDP/ SEF / curriculum
-Oversight of SDP and target setting.	-Review the staffing structure and the annual budget, prior to recommending it to the Trust Exec Team and the Trust Board.
-Oversight of PP Plans and Sports Premium Plan.	-Review academy income & expenditure, challenge where necessary.
-Oversight of Safeguarding Policy and regular audits of safeguarding	-Support the recruitment, induction and on-going CPD / well-being of staff
-Approval of HR contracts, policies and safer recruitment.	-Review Health and Safety audit & action plan / Property compliance
-Approval of individual academy budget once set by HT and reviewed by LAB.	-Support the academy with Ofsted inspections, supported by the Exec Team.

-Development and running of the central finance solution. -Implement statutory policies and risk management reporting, inc BCP -Development of the IT strategy -Development of the Trust wide marketing plan -Review the monthly expenditure, challenge where necessary through monthly management accounts.	-Represent the views of the parents and wider community
Education (BEP Exec Team) -Consultation of vision and ethos with HTC (Head Teacher Committee) -Support school improvement with DoS and Lead Practitioners -Discuss and support the wider curriculum model -Monitoring of each academy through SAMs, QA, Assessment and Data collection, 1:1 meetings, attendance at any LAB meetings. -Moderation of books and regular meetings with key staff. -Co-ordinate Peer Support across the Trust and wider, where needed. -Develop and sign post CPD opportunities. -Lead Monthly Head Teacher Committee meetings. -Lead half termly SBM meetings.	Report to BEP Trust on: -Website KPI – Yearly in the autumn term -Achievement KPI – Termly -Finance KPI – Termly through the PSF Management Account report -Property / H&S KPI – Termly -Behaviour KPI – Termly (used by secondary schools) -Any concerns with pupil attendance or discipline -Any concerns with parent engagement and the wider community -Concerns over Pupil Premium and Sports Premium spending -Concerns Pupil Premium provision and attainment -General governance issues through the termly CoGs briefing

Establishment and review of Trust level policies:	Establishment and review of academy level policies:
-Statutory polices. -Trust policies. -Comply ESFA, DfE, and Companies House etc. -Provide a policy list for all LABs.	-Establish and review academy level policies and procedures -Provide feedback on any Trust policies -Follow and support the development of the Trust policy list
Monitoring of: -Overall Trust performance, inc attainment and progress but limited to. -Implementation of statutory policies and Trust policies. -Estates and H&S compliance inc the use of SCA (£). -Trust finance / budgeting for all academies and the central team. -HR recruitment and employment law. -Monitoring of the Trust risk register and business continuity plan. -Safeguarding	Monitoring of: -Educational offer (as decided by the Head Teacher) -School Development Plan / SEF -School progress and attainment reports provided by the HT -Attainment and progress of Pupil Premium and / or any other targeted - group (boys / girls / SEN etc.). -Local community activities, events and relationships with all stake holders. -Other locally co-ordinated activities and forums. -SEND provision (nominated governor) -Safeguarding (nominated governor)

Appendix 3 – Role of the Local Advisory Board including model agenda templates (please also see separate agenda templates)

Key Activities	Typical inputs
Understanding the Vision, Mission, Ethos. -Trust vision here…	Developing ethos and vision, liked to Trust. -School vision here…
Understanding the community -Understanding what services currently exist and where the gaps are -Understanding local issues and needs -Understanding how the Academy relates to -The local community needs	School Community audit Parent and student voice PTA/Friends associations Local aspirations and community need Employment and careers opportunities
Understanding the academy -Attainment and progress -Curriculum -Behaviour -Attendance and safety -Quality of teaching and learning -Continuing Professional Development -Safeguarding -Local needs	KPI sheets SAM / QA visits from BEP Performance data - LIAISE / Target Tracker Health & safety audit / action plan National averages/floor standards Ofsted reports Academy development plan Academy self-evaluation (SEF) Academy visits from governors, inc SEN and Safeguarding nominated governors Pupil Premium report Sports Premium report
Working with the HT to set the Academy's strategic direction -Assist in setting priorities for Academy improvement -Positively challenge and proactively support the Head Teacher & Principal and SLT	Academy Development Plan Local aspirations and community needs Academy Self-evaluation (SEF) Parent and student voice
Reviewing actions -Know the improvement targets and strategies -Know the allocation of resources	Academy Development Plan Budget data (PSF Management Accounts) Pupil Premium report impact

-Know how to review progress -Know how Pupil Premium is used -Know how Sports Premium is used	Sports Premium report impact
Understanding specific responsibilities -Undertaking specific responsibilities Members of the Academy Advisory Board are encouraged to be linked with key curriculum and/or other areas of interest, for example: -Equality -Curriculum (link to local needs) -Health and Safety -Safeguarding -Finance	KPIs Termly H&S site visits (walk the site) Termly curriculum visits Termly safeguarding visits Termly SEND visits These meetings may be planned prior to an Advisory Board meeting or placed in a suitable time slot as a Working Party Group.
Ofsted – To provide support in any Ofsted inspection on the areas outlined above with support from the Trust HR Manager, DoS and the CEO.	

Advisory Board Meetings (templates supplied for all academies).

Set up meeting: <u>If required</u>… Declaration of interests Approval of Minutes of previous meeting Matters arising and not elsewhere on agenda Complete annual business and pecuniary interests return Elect Chair / Vice Chair (bi annually) Update risk register Adopt and sign ToR for LAB & SoD Agree named governor posts and visits the academy for monitoring Adopt and sign governors code of conduct Any other business Date, time of next meeting

Autumn 1 – Model Agenda	
Declaration of interests Approval of Minutes of previous meeting Matters arising and not elsewhere on agenda	
-Learning Walk(s)	Discuss working party groups and school visits.

-Health and Safety Walk(s)	Impact / Actions.
-Wider community events	
-Safeguarding	SEND nominated governor update
-SEND update	HT & nominated safeguarding governor update
HT Report	
Trust QA / SAMs docs	
Achievement KPI	
School Development Plan / SEF	
PP Plan / review	
Sports Premium Plan	
Annual Safeguarding Return – Review Actions	
Website Review, inc KPI	
Policy adoption	
Risk Reg – Review & update	
Any other business	
Date, time of next meeting	

Autumn 2 – Model Agenda

Declaration of interests	
Approval of previous meeting	
Matters arising and not elsewhere on agenda	
Feedback:	Discuss working party groups and school visits.
-Learning Walk(s)	Impact / Actions.
-Health and Safety Walk(s)	
-Wider community events	
-Safeguarding	SEND nominated governor update
-SEND Update	HT & nominated safeguarding governor update
Finance Update, inc KPI	
Property compliance tracker – inc KPI	
Health & Safety Audit & Action Plan, inc School	
Pay recommendations, as recommended by HT	

Any other business Date, time of next meeting	
Spring 1 – Model Agenda	
Declaration of interests Approval of Minutes of previous meeting Matters arising and not elsewhere on agenda Working party groups – Feedback (if used) -Learning Walk(s) -Health and Safety Walk(s) -Wider community events -Safeguarding -SEND Update HT Report Trust QA / SAMs docs School Development Plan Review/SEF Achievement – BEP KPI PP Plan / Review Sports Premium Plan Policy adoption Risk Reg – Review & update Any other business Date, time of next meeting	Discuss working party groups and school visits. Impact / Actions. SEND nominated governor update HT & nominated safeguarding governor update
Spring 2 – Model Agenda	
Declaration of interests Approval of Minutes of previous meeting Matters arising and not elsewhere on agenda Working party groups – Feedback (if used) -Learning Walks	Discuss working party groups and school visits. Impact / Actions.

-Health and Safety Walk -Wider community events -Safeguarding -SEND Update	SEND nominated governor update HT & nominated safeguarding governor update
Finance Update, inc KPI Property compliance tracker, inc KPI Health & Safety Audit & Action Plan	
Any other business Date, time of next meeting	
Summer 1 – Model Agenda	
Declaration of interests Approval of Minutes of previous meeting Matters arising and not elsewhere on agenda	
Working party groups – Feedback (if used) -Learning Walks -Health and Safety Walk -Wider community events -Safeguarding -SEND Update	Discuss working party groups and school visits. Impact / Actions, linked to school priorities. SEND nominated governor update HT & nominated safeguarding governor update
HT Report Trust QA / Financial budget setting - LAB School Development Plan Review/SEF PP Plan review Sports Premium Plan review Policy adoption Risk Reg – Review & update	
Any other business Date, time of next meeting	

Summer 2 – Model Agenda	
Declaration of interests	
Approval of Minutes of previous meeting	
Matters arising and not elsewhere on agenda	
Working party groups – Feedback (if used)	Discuss working party groups and school visits.
-Learning Walks	Impact / Actions.
-Health and Safety Walk	
-Wider community events	SEND nominated governor update
-Safeguarding	HT & nominated safeguarding governor update
Finance Update, inc KPI	
Property compliance tracker – inc KPI	
Health & Safety Audit & Action Plan	
Business Continuity Plan (BCP)	
Any other business	
Date, time of next meeting	

Appendix 4:

Chair of LAB - URGENT Report

Academy:	Chair:
Date:	Head Teacher / Principal:

Issue raised by the academy:

Response from BEP:

Appendix 5a and 5b

Governance Code of Conduct for Trustees and Governors – to be issued in September each year on GovernorHub

Appendix 6 - Local Advisory Board – Guidance Briefs

Director of Schools (Dean Pomeroy)

This person should provide you with a suitable contact if you have a serious issue or concern in the absence of the Head Teacher, or if you feel that your issue or concern relates to the Head Teacher.

dean@bepschools.org (T: 0116 478 3426)

Chief Executive Officer (Gareth Nelmes)

This person should provide you with a suitable contact if you have a serious issue or concern in the absence of the Head Teacher and Director of Schools, or if you feel that your issue or concern has not been suitably addressed by both the Head Teacher and the Director of Schools.

gareth@bepschools.org   (T: 0116 478 3426)

Performance and Standards Chair (Steven Cotton)

This is the contact directly with the Standards & Performance Committee of the Trust Board. This should only be used if you feel your issues or concerns have not been addressed by the Head Teacher, Director and CEO or if they relate to the relevant senior officer. Any concerns raised directly through this route should be serious in nature.

isobel@bepschools.org (T: 0116 478 3426)

For any governance concerns or questions, please email Isobel Jervis.

Other Key documents LABs will require during the academic year:

Safeguarding audit
Each school completes an annual self-audit which is returned to the LA – LABs should be given sight of this. Also, during the year BEP's Attendance & Welfare officer will complete a Quality Assurance visit – LAB's should see the outcomes and action following this visit.

Health & safety audit / action plan
Bi-annually each school will audited for key elements of health and safety. This will be jointly undertaken by BEP's Estates manager and our H&S partners YMD Boons. A report and action plan are produced following this visit which Local Advisory Boards should be provided with. LABs should also feel comfortable challenging these and ensuring any planned actions to address any issues are followed up in a timely fashion.

Quality Assurance visit(s).
At various points during the year members of BEP's central team will visit your school and work alongside the staff to help develop and quality assure the school's work. Notes of visit or reports and planned actions are always agreed: Local Advisory Boards should be updated on these.

Head Teachers' report
This is a key report for LAB members to consider and should report upon almost all of the key areas of the school and provide members with an up-to-date (ordinarily on a termly basis) and accurate picture of life at the school. Typically a Head Teacher's report should contain the following:
- Contextual Updates and information about the School
- Data & analysis of pupil outcomes – including published end of key stage outcomes
- Staffing and Quality of Teaching – including profile and quality of teaching across the school; staff attendance; CPD plans and headlines relating to PDR.
- Pupil attendance, behaviour and exclusions data and analysis
- Enrichment, pupil welfare and development
- Finance & operations

- Community

Trust Key Performance Indicators (KPIs)
The Trust asks that the Local Advisory Board are kept up to date on the Key Performance Indicators (KPIs).
The KPIs form part of the scrutiny and monitoring progress that we ask the LABs to undertake.
Website KPI – (Autumn term 1 for completion)
Achievement KPI – (Autumn term 1 / Spring 1 / Summer 1 for completion)
Property & Maintenance KPI - (Autumn term 1 / Spring 1 / Summer 1 for completion)
Health & Safety KPI - (Autumn term 1 / Spring 1 / Summer 1 for completion)
Finance KPI - (Autumn term 1 / Spring 1 / Summer 1 for completion)

Support & guidance for LAB members
In Appendix 2 are some 'Support & Challenge' briefs to support Local Advisory Board members in their role.
There are also extracts from the current Ofsted guidance for reference. These support documents are not
exhaustive and if you require any further support or information please ask. **Remember: In your role as an
LAB governor, there is no such thing as a stupid question – just ask!**

Training for LAB members
During the year there will be various opportunities which will be communicated to your Local Advisory Board
via BEP. These will be free of charge. If, however, during the year you would like further advice or guidance
this is best done by contacting the Trust: info@bepschools.org

Chair of LABs
Each Local Advisory Board will nominate a chair. Chairs are then invited to regular update meetings with the
Trust – these are usually held on a termly basis.

Head Teacher Committee
Each Head Teacher also sits on the Head Teacher Committee of the Trust Board. This is a key consultative
and decision making body for all key strategic decisions. This committee meets every month to regularly
review the business and strategic development across the Trust.

Visiting Schools
First hand monitoring has the following advantages:
-to enable LAB governors to check, first hand, the robustness of systems and procedures

-to help LAB governors to understand the teaching and learning process

-to see policies in action

-to provide an insight into the daily work of the school

-to demonstrate to staff and pupils that LAB governors are interested in what goes on in school

-to build and enhance positive relationships between staff and governors

-to support staff in their review work

We have provided LAB governors with some practical materials to help them to carry out some first-hand
monitoring. It is hoped, that once LAB governors understand the concept of how this monitoring can be
undertaken, they will then be able to apply the principle to other areas of monitoring. Before any monitoring
visits take place, it is vital that the Local Advisory Board have in place a policy or protocol for visits and that
this policy is regularly reviewed. This policy should include certain school protocols, for example:

-If Local Advisory Board governors are to be involved in discussions with pupils these are to be completed together with a member of staff. ALL LAB governors should have an enhanced Disclosure and Barring Service (DBS) check.

-If LAB governors do have discussion with groups of pupils, they should be reminded that they need to tell the children that they are looking for an overview, and children should not refer to members of staff or other children by name (instead use the phrase 'a girl in my class...' or 'one of the teachers...')

-LAB governors also need to be made aware that if anything concerns them about what they hear, they need to refer the situation to the appropriate member of staff as soon as possible (for minor concerns) or to the Head Teacher/ head of safeguarding for any serious concerns

Local Advisory Boards will often find that some of their most effective first hand monitoring is carried out in conjunction with a member of staff from the school and therefore in almost all monitoring visits we would not expect them to carry out a visit or report without working alongside staff from the school or the Trust.

Monitoring Pro-formas
Enclosed as part of this handbook are eight suggested monitoring visits that Local Advisory Boards might wish to use.

How to use the Monitoring Pro-formas
It is recommended that the chair or another nominated person first spends time with the Head Teacher or other senior teacher looking through the pro-formas in order to:

-Check that the recommendations on the monitoring pro-formas are suitable for use in your particular school and that they do not contravene your own LAB visit policy

-make changes so that the pro-forma best suits your individual school and the areas that you actually need/want to monitor.

-Decide which Local Advisory Board governors might be best suited to particular monitoring, due to their specific roles or skills, whether for some specific monitoring the LAB governor might be most effective paired with a member of the school staff.

-It may be appropriate to only monitor part of an area during a visit, some schools may wish to split their monitoring into smaller sections or combine areas in different ways.

Appendix 7 – Useful Templates

Local Advisory Board Monitoring Visit Report

Safeguarding

Please note that Local Advisory Board governor with responsibility for Safeguarding should complete this monitoring visit alongside the HT / Lead DSL and the Attendance & Welfare lead from the Trust.

Name	
Date of Visit	
Focus of Visit	Safeguarding
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

Legal Policies and Documents	Date last updated
Child protection policy	
Health and safety policy	
Behaviour and discipline policy	
Policy re allegations against staff policy	
Race equality policy	
Disability equality policy	
Single Central Record (document)	

Other related recommended/ relevant policies	Date last updated
Safeguarding policy	
H & S Audit & Action Plan	
Safeguarding & welfare Audit & Note of Visit	
SCR sign off Note of Visit?	
Safer recruitment policy	
Induction policy	
Anti-bullying policy (including cyber bullying and homophobic bullying)	
E-safety policy (which incorporate an acceptable usage policy)	
Physical intervention policy	
Whistleblowing policy	

Curriculum policy – should provide a broad and balanced curriculum, and actively promote community cohesion	

This part of the monitoring visit is not in as much detail as a health and safety visit would be in specific areas, but it should give governors an overview of the whole subject of safeguarding.

	Date and add the evidence trail seen:
Are risk assessments in place for all buildings/ rooms and for the grounds? When were they last updated and have previous recommendations been followed up?	
Has there been a risk assessment completed for each school that has taken place in the last year?	
Does the school appear to be safe and secure? Walk the site inside and out to check for any areas of concern. Sample fire extinguishers and portable appliances to ensure they have been checked annually, ensure fire escape routes are clearly marked and fire doors are kept clear. Are any doors unlocked/ open that could pose an unacceptable risk to security?	
Are visitors checked in and out of the building? Are procedures for signing in and out robust? Are there procedures for visually identifying these visitors once in the building that are good enough, so that any potential intruders can be challenged?	
Have termly fire drills been carried out?	
Are the records kept for servicing fire extinguishers, emergency lighting, checking water tanks, sampling the chlorine level in swimming pools etc. up to date?	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Who is the designated safeguarding lead (DSL) for child protection? Who undertakes this role when the DSL is not available? It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding lead(s),	
When did the most recent training take place for the DSL? This must be within the last two years. What training has the reserve or deputy DSL had? In addition to their formal training, which should be updated every two years, have the DSL's skills and knowledge been updated (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role?	
When did the last training for all other staff last take place? Do all staff members receive appropriate safeguarding and child protection training which is regularly updated? Do all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively? Have all staff read and understood at least Part One of the statutory guidance 'Keeping children Safe In Education' (DfE, 2016) and have staff working directly with children read the additional information contained in Annex A of this document? How does the school ensure that nobody is missed out when safeguarding training takes place e.g. due to absence on the day of training/ part-time staff etc.? Does the school have evidence of when safeguarding training has taken place and also evidence of what the school did to ensure that staff who were absent have been trained too?	
Does the school's log show of any incidents of bullying and/ or harassment in the last 12 months? Is there evidence that these have appropriately followed up? Do the same names appear more than once? Do any pupils being bullied have anything in common?	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Does the school's log of racist incidents show any records in the last 12 months? Is there evidence that these have been appropriately followed up? Do the same names appear more than once?	
The school should record both minor accidents and more serious ones (which should be recorded in more detail on an official form). Are the procedures for recording both minor and more serious accidents sound and are the methods for contact with parents appropriate to the age of the pupils in the school? For example, in a primary school there may be 'accident notes' for pupils to take home for parents after very minor injuries. For more serious injuries such as a 'bump to the head' how does the school know that the parent or carer was informed? Is there any pattern to where or how accidents are occurring?	
Can the school demonstrate that actions following any concerns raised about a pupil have followed correct guidelines and that the subsequent impact of any actions has been supportive to the pupil concerned? N.B. no pupils' names should be discussed and any records shown should have the identity of the child removed. If the Child Protection Policy gives examples of forms that staff complete when they have a concern about a child, are these being completed and procedures followed?	
Does the school appear to work well with a range of agencies and are all important telephone calls e.g. to social services logged in writing for the school's own use? Are records securely locked away?	
Is the absence of 'at risk' pupils being monitored? Does the school have a method for following up the absence (on the first day of absence) for any pupil in case parents are not aware of their child's absence? Does the school feel that this system is effective? If not why not and how could it be improved?	
Who is the designated teacher for looked after children? How do they work with the DSL? Do they have the skills, knowledge and understanding to keep looked after children safe?	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
Ask to have a very brief discussion with 2 or 3 staff who have different roles in the school. Do these staff understand and follow 'routes' for concerns regarding child protection? Do they know who the DSL is, who to talk to in their absence and what forms (if appropriate) they should complete from the child protection policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern?	
Evaluate the Child Protection Policy. Does it set out a clear framework for how the staff can link in well with other policies, such as bullying or physical intervention? Does it include a section on peer on peer abuse, including the procedures to deal with sexting? Does it set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse? Does it make it clear who are the designated members of staff? Does it indicate how the policy will be implemented, monitored and evaluated? Is the Child Protection Policy updated on a regular basis to include DfE updates in safeguarding guidance? Does it indicate how parents or carers will be made aware of the policy and relevant procedures?	
How are children taught about safeguarding, including online, through teaching and learning opportunities in the curriculum? What examples do they school have of recent issues covered through PSHE or SRE? How is the promotion of British values being addressed in the curriculum?	
How is the school fulfilling its responsibilities under the Prevent duty? Does the safeguarding and child protection policy specify how the school will identify pupils at risk, appropriate interventions, and where help can be accessed? Have staff received specific training? Staff should be trained to identify those potentially at risk, and be able to challenge extreme beliefs and ideologies and know where to get additional help if necessary. ICT/e-safety policy – are there adequate filters in place to stop pupils from accessing inappropriate materials online? The appropriateness of any filters and monitoring systems are a matter for individual	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
schools and will be informed in part by the risk assessment required by the Prevent Duty. How does the school decide on its programme of visiting speakers – the school should have adequate protocols in place to ensure that visiting speakers to the school are adequately selected, supervised and challenged if necessary	

Discussion with pupils
Some of these questions need careful consideration and any LAB member undertaking such discussion should ideally be the named LAB representative for child protection, so that they have had relevant training and understand the importance of phrasing questions correctly. They should also only undertake this element of the visit alongside a member of staff from the school. It should be explained to pupils that they should not name specific members of staff or other pupils, but should refer using generic terms such as 'one of the teachers....' or 'a girl in my class...'Make sure that you seek the views not only of the pupils in the discussion group, but also ask them to answer the questions with reference to other pupils in the school.

How well do the pupils feel that the school raises awareness regarding their personal safety when not in school? e.g. to help them to keep safe from strangers, when using mobile phones or the Internet, when crossing busy roads etc. through stories/ films in assembly, talks from visitors, lessons, discussions in class etc.	
How safe do pupils feel in school? What makes them feel safe, if not, what concerns do they have? Do they know the feelings of other pupils in the school? Do they know of any groups or individuals who have concerns?	
Have you or anyone you know at the school ever been bullied? If yes, what sort of things happened, how was it reported and how was it stopped? (Assuming that it was, if not find out why not, or if there are current concerns).	
How safe do pupils feel on the way to and from school? Are they happy to stay for after school clubs, does it concern them walking home in winter perhaps when it is dark? Do they feel safe on the school bus? Is behaviour generally good to and from school? If not, what are the problems? Are these referred to a member of staff?	

Does the School Council have any 'safety' items on its agenda? What are these and have they been involved with talking about any issues or making any improvements?	
Is there a peer support/ buddy scheme in school for new or vulnerable pupils? If so how does it work? Do you feel that it's any good? Tell me why it works/ does not work.	
Do you feel that pupils adopt safe practices (including those with physical disabilities or special educational needs) for example in physical education or science and technology lessons? Do pupils generally follow the safety rules?	
Do pupils say that they know who to go to if they have a problem? Would they actually ask for help if necessary?	
How well do pupils say the school deals with their concerns?	
Ask an age appropriate question relating to preventing extremism and promoting British values. What is happening in the curriculum to equip pupils and keep them safe?	

Was the information for doing this monitoring visit available, easily accessible and well organised?	

Overall, do you feel that the school is following its own policies for safeguarding albeit possibly with some attention to minor detail?	
Comments and Recommendations:	
Points requiring further discussion at Local Advisory Board:	

Signed _____   Signed _____

 (LAB governor)   (Head Teacher / Co-ordinator)

Local Advisory Board Visit Report

Closing the gap in the achievement of groups of pupils, e.g. SEND pupils

Name	
Date of Visit	
Focus of Visit	A specific area of the School Development Plan E.g. To close the gap in the achievement of SEND pupils in mathematics.
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch with pupils etc.	

Discussion with SENCO	
	Comments:
Outline of gap as shown by ISDR/ Liaise/ FFT and by school tracking.	
What interventions and initiatives has the school undertaken to narrow the gap in maths between SEND and non-SEND pupils?	
How successful have these been? (school should be able to show how SEND pupils' progress has accelerated over the period of time that the interventions have run). Which have not been successful and why?	
What training did teachers or teaching assistants (TAs) have in order to undertake the interventions or initiatives? How well did it prepare them for the work? (Ask the teachers and TAs as well as the SENCo).	

If the pupils were taken out of class to undertake the intervention/s, what lessons did they miss? Did they miss the same lesson each day or week? Does the SENCo think that the pupils missed out on important or particularly enjoyable lessons in order to do these interventions? Ask the pupils how they felt about missing other lessons to do the intervention?	
What are the current gaps in maths for each year group and across the school for attainment (compared to the SEND national group) and progress (compared to the non SEND peers in school)?	

Discussion with pupils/ teachers or TAs who teach the intervention –The LAB Member could either sit in with the SENCO or take a group of pupils to ask the same questions. It is likely that the school will also survey a wider range of pupils via a questionnaire.

	Comments
It is also recommended for the governor to visit a lesson/s to watch some of the interventions in action. Did children appear to enjoy the lesson and know what they are learning? Ask them to show you some of their work/ give you some feedback about the intervention lessons and if they feel they have improved. How do they feel about missing other lessons to come to the intervention? What resources were being used, were they of good quality and were they in sufficient quantities? Does the teacher/ TA feel that the initiative has been well resourced and has the amount of training been sufficient?	

Comments and Recommendations:
Points requiring further discussion at Local Advisory Board:

Signed _____   Signed _____

      (LAB Governor)   (Head Teacher / Co-ordinator)

Local Advisory Board Monitoring Visit Report

Monitoring of an aspect of the School Development Plan, e.g. to raise the standard of boys' writing

Name	
Date of Visit	
Focus of Visit	A specific area of the School Development Plan e.g. To raise the standard of boys' writing in line with that of girls
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

Attach an attachment linking to the relevant part of the SDP/SEF if required

Discussion with Subject Coordinator/ Person responsible	
Actions from the SDP	Comments: Info from the new SDP
What were the findings of the monitoring and how were the findings from this used to tailor CPD and resource management?	
Did the planned actions/initiatives detailed in the SDP take place and how did they raise the profile of writing? Are there examples/evidence of these initiatives and the ways in which the pupils have made progress each term?	

Does the school performance data support the outcomes of the monitoring? Has the planned improvement(s) materialised in improved outcomes for pupils? All groups? How was data used to identify where / what intervention was needed? Did we achieve our target? If not do we know why not and what actions do we still need to undertake? Are we likely to achieve our 2019/20 target? If not, what are the problems?	

Discussion with pupils:	
It might also be possible/ relevant for the LAB member to visit a lesson/s or initiative alongside a member of staff to see 'first hand' planned actions being delivered within the school. What did you see that was relevant to the initiative? Did pupils appear to enjoy the lesson and know what they were learning? Did you get the chance to ask them to show you their targets/ show you some of their work/ give you some feedback ? Try to talk to a range of pupils. What resources were being used, were they of good quality and were they in sufficient quantities? Does the teacher feel that the initiative has been well resourced and has the amount of training been sufficient?	Comments

Comments and Recommendations:
Points requiring further discussion at Local Advisory Board:

Signed _____   Signed _____

    (LAB Governor)   (Head Teacher / Co-ordinator)

Local Advisory Board Monitoring Visit Report

Monitoring the achievement of FSM/ pupil premium pupils

Name	
Date of Visit	
Focus of Visit	Achievement, with a particular focus on the achievement of those supported through the pupil premium (this proforma can easily be adapted to cover any group of pupils)
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

Legal Policies and Documents	Date last updated
Pupil Premium Grant Plan 19-20	
Pupil Premium Grant expenditure and impact review 18-19, 17-18	
LAC pupil PEP or equivalent	

Other related recommended/ relevant policies:	Date last updated
SDP – any related targets for vulnerable pupils?	

Discussion with Head Teacher/ head of school assessment	Comments:
Discuss with the Head Teacher or senior member of staff what the 2019 gaps are. How do these compare to 2018 or 2017 gaps. Are the gaps closing between FSM/ pupil premium pupils and the non group? If not, why not? What is the overall strategic plan that the school is using to close the gaps?	
What was attainment overall and FSM/ pupil premium pupil using LIAISE for 2019? +N.B. Be cautious if the FSM/ pupil premium group is less than 20% of the cohort, as mathematically it is not sound practice to evaluate such a small group using statistics. It is recommended that for small group anonymised individual tracking records are used). Is the attainment lower for the FSM/ pupil premium group compared to their group nationally or lower than when compared to the non group within the school? How does this compare with the	

attainment of FSM/ pupil premium pupils throughout the rest of the school when compared to the non group in each year group?	
What is progress for FSM/ pupil premium pupils compared to the non group across the school? Is progress for the pupil premium pupils similar to the non group or better (due to catch up working effectively)? If pupil premium pupils are making less progress then why are interventions not working sufficiently well?	
Are there any patterns of apparent underachievement (in particular subjects) in the school that you or senior staff are concerned about regarding FSM/ pupil premium pupils? If yes, what actions are being taken?	
Do they have a list of pupils who have made insufficient progress? What proportion of these pupils are FSM/ pupil premium pupils compared to the non group?	
Ask the member of staff to talk you through the initiatives that are in place for pupil premium pupils, with particular focus on those who are making less progress.	
Discuss the school's targets for outcomes in 2020 with the Head Teacher or senior teacher – particularly with reference to vulnerable groups and disadvantaged pupils. Are FSM/ pupil premium pupils on track to achieve them? If not, what action has been/ is going to be taken and how serious is the underachievement?	
If the school 'sets' or 'streams' for certain lessons or subjects, are FSM/ pupil premium pupils under-represented in for example, the top set?	
Check on the progress of any excluded FSM/ pupil premium pupils. Has the school monitored the progress of pupils with particularly poor attendance? If the school has a concern about either of these groups of pupils, what action have they taken?	

Discussion with pupils:
Make sure that you speak to equal numbers of FSM/ pupil premium pupils and pupils from the non group representing different year groups. It may not be appropriate for the governor to know which individual pupils represent which group (confidentiality). This would be a matter for the school and the governing body to decide, possibly with the support of parents and carers.

What lessons/ subjects do you enjoy? Why do you enjoy these lessons/ subjects?	Comments

Ascertain if there are any subjects that pupils do not enjoy based on their enjoyment of the Teaching. What is it about the subjects/ lessons that you enjoy or about the ones that you do not enjoy?	
Discussion with Head Teacher/ Senior Leader	
What was the total of the Pupil Premium grant this year? Ask for a breakdown of the complete expenditure and discuss in detail the school's rational for each of the key expenditure items. Discuss the evaluation of the overall impact on achievement that the grant has had and make a discussion whether or not you believe, based on the evidence presented during this visit (and other reports received by the governing body) whether the money has been well spent. Does the Head Teacher/ senior leader think it has been well spent? Discuss any areas of disagreement and any areas where it is felt by either party that the money could have been spent to achieve greater impact.	
Is there a clear explanation on the school's website of the expenditure and impact of the pupil premium spending (without identifying any individual pupils)? This is a legal requirement.	

Comments and Recommendations:
Points requiring further discussion at Local Advisory Board:

Signed _____   Signed_____

           (LAB Governor)   (Head Teacher / Co-ordinator)

Local Advisory Board Monitoring Visit Report
Attendance and Punctuality

Name	
Date of Visit	
Focus of Visit	Attendance and Punctuality
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.	

Legal Policies and Documents
School's attendance targets:

Other related recommended/ relevant policies:	Date last updated
Attendance and punctuality policy	
Notes of Visits/ Updates from BEP Attendance and Welfare Lead	

The following two tables (published in May 2012) are extracts from 'Inspecting Attendance – Guidance' published by Ofsted. Governors should consider the grade boundaries when agreeing attendance targets. No updated tables have since been published, but are expected.

Primary schools			
Percentile range	Absence 2018-19	Attendance	Descriptor for attendance
Top 40%	4.67% and below	95.33% and above	Above average
Middle 20%	4.68% to 5.28%	95.32% to 94.70%	Average
Lowest 10th-40th%	5.29% to 6.72%	94.71%–93.28%	Below Average
Lowest 10%	6.73% and above	93.27% and below	Low

Secondary schools			
Percentile range	Absence 2018–19	Attendance	Descriptor for attendance
Top 40%	6.05% and below	95.22% and above%	Above average

Middle 20%	6.06 to 6.75	93.25% to 93.94%	Average
Lowest 10th-40th%	6.67% to 8.32%	91.68%–93.24%	Below average
Lowest 10%	8.33 and above	Below 91.67% and below	Low

Discussion with Head Teacher or person responsible for attendance and punctuality	Comments:
Attendance	
What is the percentage attendance of the school over the last 3 years?	2016/ 2017 - 2017/ 2018 – 2018 / 2019 – Current -
Do most large groups of pupils attain this attendance level or are there some groups bringing down the overall percentage? If so, what are these groups and how are they impacting on the school's overall percentage?	
Is the school expecting to reach its attendance target? If not, what are the major issues?	
What percentage of pupils currently has an attendance percentage of equal to or below 80% and below 85% and below 90%? How many pupils does this represent? How many of these are 'persistently' absent? Are there any groups of pupils whose attendance fails into this category? What are the reasons for this low attendance?	
What actions does the school take to improve pupils' attendance for pupils with high and persistent absence? Does the school operate a first day of absence calling or text system? How successful does the school feel that this is? If there are groups with low attendance, what has the school done to engage with these groups?	
Can the school clearly demonstrate examples where these initiatives have been successful in individual cases in improving attendance of pupils that has been low and when absence has been persistent?	

Discussion with Head Teacher or person responsible for attendance and punctuality	Comments:
What has been the success overall for improving attendance?	
What rewards does the school give/ actions does the school take, to improve the attendance of all pupils, including giving attendance a high profile?	
Punctuality	
Does the school have clear procedures for being 'late'? Is there an absolute late time after which pupils must be signed in? Are doors closed or can pupils who should be signed in as late simply slip into class? Is the time and are the procedures for lateness consistent across the school?	
What percentage of pupils currently have a punctuality percentage of equal to or below 85%? How many pupils does this represent?	
How many pupils were late this morning? What percentage of pupils does this represent? Was today a typical day? Do the same family or individual names repeatedly occur in the late book? Focussing on this group (if they exist) are the reasons for lateness acceptable?	
What actions does the school take to improve pupils' punctuality for pupils with low punctuality?	

Discussion with Head Teacher or person responsible for attendance and punctuality	Comments:
Can the school clearly demonstrate examples where these initiatives have been successful in individual cases for punctuality?	
What has been the success overall for improving punctuality?	
For secondary schools how does the school monitor the punctuality of pupils to lessons? Are they late to particular lessons persistently or are particular groups of pupils late to lessons? If so why and what is being done to address this?	
What rewards does the school give or actions taken, to improve the attendance of all pupils, including giving attendance a high profile?	
Using the Ofsted school inspection handbook, behaviour and safety section, which includes information on how inspectors judge attendance and the tables above, through discussion with the Head Teacher or senior teacher, which grade best fits? Notice that the grade descriptors comment on 'groups of pupils'	Agreed grade:
Is this the same grade as that given in the section that describes attendance in the SSE? If not, explain reasons.	

Discussion with pupils Make sure that you have a range of pupils who have a good attendance/ punctuality record as well as those who do not. You will find that the discussion will work best if you do not know which pupils these are. If the school has only average or below attendance, it will be worth significantly exploring the views of pupils on both attendance and punctuality in order to support potential new initiatives. It will also be worth seeking the views of parents in this situation, possibly through a questionnaire.	
How important is attending school for you? Does it bother you if you cannot come to school? Tell me why. What does the school do to encourage you to attend? How effective do you think these incentives and initiatives are? If you do not think they work, what do	Comments

you think would work either for yourselves or other pupils in the school?	
What about punctuality? Have you ever been late? Is being at school on time important to you? Are there any consequences if you are late? Are you encouraged to be at school on time? Does this have an impact on whether or not you are late?	

Overall, is the school following its own policies for attendance and punctuality apart from minor issues?	

Comments and Recommendations
Points requiring further discussion at Local Advisory Board:

Signed _____   Signed _____

(LAB Governor)   (Head Teacher / Co-ordinator)

Local Advisory Board Monitoring Visit Report

Spiritual, Moral, Social and Cultural Education (SMSC)

Name	
Date of Visit	
Focus of Visit	*Spiritual, Social, Moral and Cultural Education (SMSC).*
Purpose of Visit	
Links with School Improvement	
Classes/staff visited	

Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.

Recommended Policies and Documents	Date last updated
Spiritual, Social, Moral and Cultural Education Policy	

	Comments/ dates:
What activities do pupils take part in that promote social skills?	
How does the school help pupils to develop awareness and a respect towards gender, race, religion, culture, sexual orientation and disability?	
How well does the school prepare pupils for the next stage in their education e.g. for secondary school or for work or 6th form?	
What skills does the school teach that enables pupils to participate fully and positively in democratic, modern Britain?	
What are some of the barriers that some pupils have to learning? How does the school help them to overcome these?	

Discussion with pupils	
Make sure that you have a group of pupils from different genders, ethnic groups, cultures, religions and socio economic backgrounds where possible. It goes without saying that some issues relating to religion, culture and socio-economic background are very sensitive, so do take advice from the Head Teacher and/ or a senior teacher before undertaking this discussion with pupils.	
How well do you feel you and other pupils get on with pupils with backgrounds and cultures that are different from your/their own within school? Do you have friends from other backgrounds and cultures in school? Do you feel that everyone mixes? Explain why you think this is. Do you feel that there are individuals or groups who either choose not to mix or find it difficult to mix?	Comments
What about in the local community? How well do you feel people get on with different groups? Do you have friends from other cultures, religions and background in the local community?	
Do the pupils in your group (and other groups that you know about) feel safe in school in relation to unwanted comments etc. regarding their culture/ religion/ background?	
Do the pupils in your group (and other groups that they know about) feel safe in the local community in relation to unwanted comments etc. regarding their culture/ religion/ background?	
What do pupils feel that the school has done to promote good relationships and mutual understanding in school and in the local community between groups of pupils? For example, if there are few chances to mix with other cultures, have they been visited or been to visit a school, which has pupils from different backgrounds etc. to their own? What impact has this had?	
What cultural experiences have pupils had the opportunity to participate? For example, theatre, museums, places of worship, concerts etc.?	

What are the pupils' attitudes to right and wrong in school and outside of school? Do they feel that pupils in school show respect for 'doing what is right?' How is this similar or different to pupils' general behaviour when outside of school? If there appears to be issues with pupils choosing to do the 'wrong thing' investigate what pupils think the school could do to promote better attitudes about right and wrong.	
How well do you feel that the pupils you spoke to during your visit, at the very least, accept each other's differences? What picture overall did you make of how well pupils in the school mix with pupils from other backgrounds, both in school and in the local community?	
Check the school's log for any incidents of bullying and harassment. Are there any worrying patterns of pupils from particular cultures, religions etc. recorded?	
The school's log of racist incidents. Are there any worrying patterns of pupils from particular cultures, religions etc. recorded?	

Comments and Recommendations

Points requiring further discussion at Local Advisory Board:

Signed _____

(LAB Governor)

Signed _____

(Head Teacher / Co-ordinator)

Local Advisory Member Monitoring Visit Report

Physical Education and Sports Grant (primary schools)

Name	
Date of Visit	
Focus of Visit	
Purpose of Visit	Visit to check on impact of the Sports Grant
Links with School Improvement	
Classes/staff visited	

Discussion with PE Coordinator/ SLT	
Section 1 Impact of the Sports Grant – The school will have chosen to impact on <u>all or some of the following areas.</u> The school should be able to provide a range of evidence to support its evaluation.	Comments:
How has the grant increased participation rates in such activities as games, dance, gymnastics, swimming and athletics?	
How has the grant increased pupil numbers and/ or success in competitive school sports?	
How much more inclusive has the physical education curriculum has become?	
How has the grant help growth in the range of provisional and alternative sporting activities?	
How has the grant supported improvement in partnership work on physical education with other schools and other local partners?	

How has the grant helped to secure inks with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills?	
Is there a greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health? If yes, what evidence has the school got to support this judgement?	
If part of the sports grant was used to fund additional sports clubs. What has been the uptake of these sessions? What age groups have benefited from each of them? Overall, has the uptake been well balanced regarding the significant groups of pupils in the school? E.g. gender, pupil premium pupils, ethnicity, SEND etc. (unless the clubs were set up to address an initial imbalance in the take up for sport or a specifically identified need). In this case, the school should have evaluated the impact of this initiative.	

Section 2
If possible, pre-arrange to either sit in on one of the coordinator's interviews with a group of pupils about the impact of the sports' grant or pre-arrange to watch part of one or more PE or sports coaching sessions that are linked to the expenditure of the sports grant.

If you have the opportunity: Did the pupils appear to enjoy the lesson/ coaching session? Did the resources used seem to be appropriate? How easy or hard did the pupils appear to find their skills they were learning? Does the observation help to evaluate/ provide evidence towards any of the questions in section 1?	Comments
Section 3 Ask for a full break down of the grant and how it was spent. Do the cost of each initiative add up to the original full grant? If not, this needs to be explored with the school, if need be through audit trails.	

Does the school judge that the money was well spent and achieved its aims, providing good value for money? On the evidence provided to the governor, does the governor agree with the school's judgement? If not, outline the reasons.	

Comments and Recommendations

Points requiring further discussion at Local Advisory Board:

Signed _____   Signed _____

(LAB Governor)   (Head Teacher / Co-ordinator)

Schedule 1 – Please complete and return the associated documents.

In order to assist with the sensible flow of information to the Trust Board, we have outlined the documents we would like to complete through your LAB.

Autumn	Action	Frequency
BEP Code of Conduct	Return to BEP	Aut 1
Annual Safeguarding Return – Follow up on any action	Return to BEP	Aut 1
KPI – Achievement	Return to BEP	Termly
KPI – PSF Management Account Report	Discuss and report back to BEP	Termly
KPI – Website Audit	Return to BEP	Aut 1
KPI – Property Maintenance Tracker	Return to BEP	Termly
KPI – Health & Safety	Return to BEP	Termly
Review H&S Audit	Discuss termly, update H&S KPIs	YMD to audit bi-annually
Review H&S Action Plan	Discuss termly, update H&S KPIs	YMD to audit bi-annually
Pupil Premium Plan	Review and discuss	Termly
Sports Premium Plan	Review and discuss	Termly
School Development Plan	Review and discuss	Termly
Risk Register	Return to BEP	Termly
Spring	Action	Frequency
KPI – Performance & Standards	Return to BEP	Termly

KPI – PSF Management Account Report	Discuss and report back to BEP	Termly
KPI – Website Audit	Return to BEP	Aut 1
KPI – Property Maintenance Tracker	Return to BEP	Termly
KPI – Health & Safety	Return to BEP	Termly
Review H&S Audit	Return to BEP	Termly
Review H&S Action Plan	Return to BEP	Termly
Pupil Premium Plan	Review and discuss	Termly
Sports Premium Plan	Review and discuss	Termly
School Development Plan	Review and discuss	Termly
Risk Register	Return to BEP	Termly
Summer	Action	Frequency
KPI – Performance & Standards	Return to BEP	Termly
KPI – PSF Management Account Report	Discuss and report back to BEP	Termly
KPI – Website Audit	Return to BEP	Aut 1
KPI – Property Maintenance Tracker	Return to BEP	Termly
KPI – Health & Safety	Return to BEP	Termly

Review H&S Audit	Return to BEP	Termly
Review H&S Action Plan	Return to BEP	Termly
Pupil Premium Plan	Review and discuss	Termly
Sports Premium Plan	Review and discuss	Termly
School Development Plan	Review and discuss	Termly
Risk Register	Return to BEP	Termly
Budget / Staffing model	Recommend at LGB and submit to BEP for review	Yearly
BCP	Return to BEP	Yearly
Annual Safeguarding Audit (online, provided by LA)	Lead DSL and nominated Safeguarding Governor	Complete online – June (annually)