



**BRADGATE**  
Education Partnership

# Local Advisory Board Handbook

**Approved:** June 2021 – Trust Board  
**Review Date:** June 2022  
**Responsible Officer:** Chief Executive Officer

## **Trust Mission Statement**

Our mission is to create high quality educational opportunities for all children and young people across the partnership by developing a strong collaborative and co-operative model through which we encourage autonomy, share best practice, enhance the professional aspirations of our staff and ensure the safety and well-being of all pupils and staff.

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### Terminology

CEO – Chief Executive Officer

DoS – Director of Schools

MAT– Multi Academy Trust

LAB – Local Advisory Board

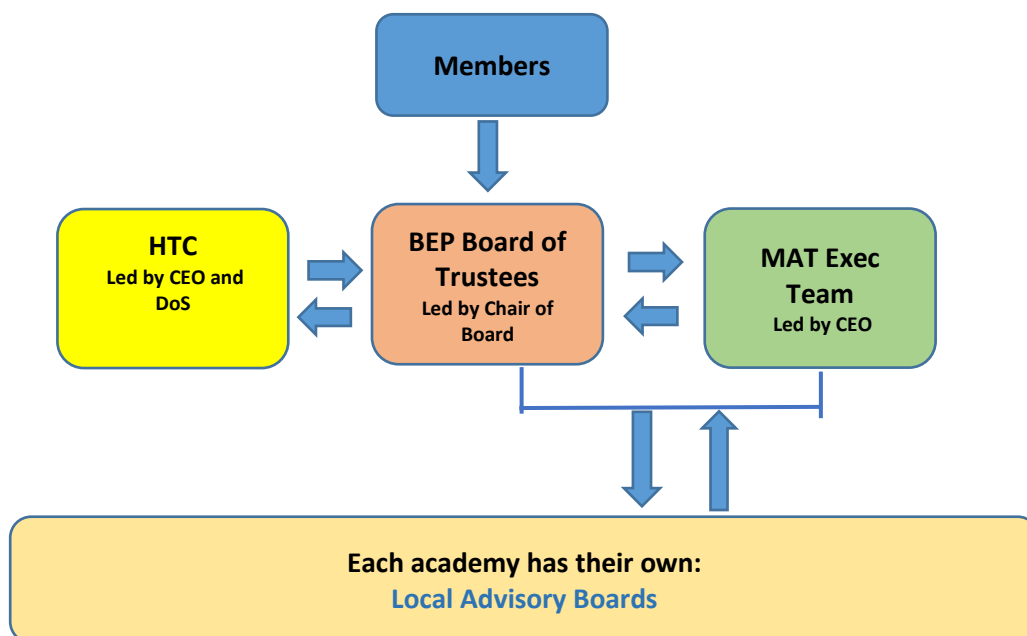
### Key

Trust Board	MAT Sub Committee	Local Advisory Board
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## 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:



### 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 of 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, whilst also creating 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 (SoD). (**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 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 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 school's aims and objectives are relevant to local needs
- Supporting the Head Teacher and senior leadership of the Academy whilst being a critical friend
- Monitoring the achievement, health and safety, building compliance and SEND at each Academy
- Monitoring the Academy's finances using PSF reports
- 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 and the SoD.

#### 2.4 LAB Governors will monitor:

- Educational offering, including compliance of the academy website (Trust website tracker)
- 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 (ENRICH or similar)
- Review the Health and safety / building 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, including the return of the Safeguarding Annual Audit to the LA
- Implementation of the School Development Plan (SDP), Self-Evaluation Form (SEF) and the school curriculum
- Supporting the academy to achieve and maintain their staffing expenditure as 75% of the total income
- Supporting the academy to achieve and maintain at least 1 months running costs at all times
- Termly Head Teacher reports (x3).
- Annual preparation of budgetary recommendations from the Head Teacher prior to sending it to the Exec Team and Trust Board
- Regular monitoring of the income and expenditure, challenging any variances
- Local academy marketing and PR (jointly with Bradgate Education Partnership as required).
- Monitor trackers and challenge where needed.

-Website

-Achievement

-Building compliance

-Health and Safety

-Finance through PSF Management Account Reports

### 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.	3 times per year.	Legal accountability for all areas of Trust	Trust	Trustees and BEP Exec Team
Local Advisory Boards (4 meetings).	4 times per year, setup meeting in Autumn 1, plus 3 termly meetings*	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.

\*LABs will not appoint sub committees but will have named governor roles for Finance, Health & Safety, Safeguarding, SEND and Achievement and these governors will report back at the LAB meetings based on a meeting with key academy personnel.

### 3.2 **LAB Ways of working**

- Meetings are held four 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.
- Clerks to LABs are employed by the Trust.
- Clerks will circulate papers to members and keep minutes of each meeting, uploading to Governor Hub.
- The LAB agenda will include these standing items: (**Agenda templates for use – included in Appendix 3/3a**)
- Clerks will provide Executive Summaries of all LAB meetings to the Trust Board.

If Local Advisory Board Chairs identify a concern (urgent or otherwise) they should report up to the Trust Board in a timely manner following their meetings. (**Chair of LAB Urgent Report: Appendix 4a;**

**General matters appendix 4b).** The Trust Board will respond in due course through the CEO/DoS and the Exec Team. In most cases minutes of the meeting/clerk's executive summary will be more than acceptable.

**3.3 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.

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

**3.5 Review**

The Local Advisory Board will carry out a self-audit every 2 years 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***

At a Glance - Appendix 2

<p><b><u>Governance responsibilities within BEP for the Trust Board.</u></b></p> <ul style="list-style-type: none"> <li>-Development of the vision and values, consulted upon with HTC.</li> <li>-Reviewing the ToR for the LAB and Trust policies.</li> <li>-Determining the Scheme of Delegation and any changes.</li> <li>-Employer.</li> <li>-Accountable in law for all of the Trust Academies.</li> <li>- Sign up to the Trustee Code of Conduct <b>(Appendix 5a)</b></li> </ul>	<p><b><u>Governance responsibilities for Local Advisory Boards (LABs).</u></b></p> <ul style="list-style-type: none"> <li>-Develop vision and values linked to the Trust (locally interpreted).</li> <li>-Development of behaviour policy linked to the Trust Behaviour Statement.</li> <li>-Agree to use the LAB ToR and Trust SoD / policies.</li> <li>-Sign up to the Governor Code of Conduct supplied by Trust <b>(Appendix 5b)</b></li> <li>-Named governors for Safeguardings SEND, Finance, Health &amp; Safety and Achievement.</li> <li>-Complete online training:             <ul style="list-style-type: none"> <li>- NGA Learning Link – Safeguarding, Health &amp; Safety</li> </ul> </li> <li>Flick Learning - KCSIE</li> </ul>
<p><b><u>Strategic Management (BEP Exec Team)</u></b></p> <ul style="list-style-type: none"> <li>-Recruitment of Head Teacher with at least the Chair of LAB at each academy.</li> <li>-Performance Management of HT.</li> <li>-Discussion with BEP SLT about the recruitment of other members of the SLT (DHT, AHT) prior to recruitment.</li> <li>-Oversight of SDP and target setting.</li> <li>-Oversight of Pupil Premium Plans and Sports Premium Plan.</li> <li>-Oversight of Safeguarding Policy and regular audits of safeguarding.</li> </ul>	<p><b><u>Local Scrutiny and challenge of:</u></b></p> <ul style="list-style-type: none"> <li>-Support the implementation of the vision and ethos</li> <li>-Support the implementation of the Safeguarding Policy, ensuring local amendments are made and Annual Safeguarding Audit is returned annually</li> <li>-Support the development and monitoring of the SDP/ SEF / curriculum</li> <li>-</li> <li>-Review academy income &amp; expenditure, challenge where necessary.</li> <li>-Review Health and Safety audit &amp; action plan / building compliance</li> </ul>

<ul style="list-style-type: none"> <li>-Approval of HR contracts, policies and safer recruitment.</li> <li>-Approval of individual academy budget once set by HT.</li> <li>-Development and running of the central finance solution.</li> <li>-Implement statutory policies and risk management reporting, inc BCP, Trust wide Risk Register</li> <li>-Development of the IT strategy</li> <li>-Development of the Trust wide marketing plan</li> <li>-Review the monthly expenditure, challenge where necessary through monthly management accounts.</li> </ul>	<ul style="list-style-type: none"> <li>-Support the academy with Ofsted inspections, supported by the Exec Team.</li> <li>-Represent the views of the parents and wider community</li> </ul>
<p><b><u>Education (BEP Exec Team)</u></b></p> <ul style="list-style-type: none"> <li>-Consultation of vision and ethos with HTC (Head Teacher Committee)</li> <li>-Support school improvement with DoS and Lead Practitioners</li> <li>-Discuss and support the wider curriculum model</li> <li>-Monitoring of each academy through SAMs, QA, Assessment and Data collection, 1:1 meetings, attendance at any LAB meetings, Safeguarding audits</li> <li>-Moderation of books and regular meetings with key staff.</li> <li>-Co-ordinate Peer Support across the Trust and wider, where needed.</li> <li>-Develop and sign post CPD opportunities.</li> <li>-Lead Monthly Head Teacher Committee meetings.</li> <li>-Lead half termly Office Manager meetings.</li> </ul>	<p><b><u>Report to the Bradgate Education Partnership on:</u></b></p> <ul style="list-style-type: none"> <li>-Website Tracker – Yearly in the autumn term</li> <li>-Achievement Tracker – Termly</li> <li>-Finance (Management Account) – Termly through the PSF Management Account report</li> <li>-Building Compliance Tracker - Termly</li> <li>-Health and Safety Tracker – Termly</li> <li>-Risk Register - TermlyAny concerns with pupil attendance or discipline</li> <li>-Any concerns with parent engagement and the wider community</li> <li>-Concerns over Pupil Premium and Sports Premium spending</li> <li>-Concerns Pupil Premium provision and attainment</li> <li>-General governance issues through the termly CoGs briefing</li> </ul>

	<ul style="list-style-type: none"> <li>-Any other concerns that need to be reported</li> </ul>
<p><b><u>Establishment and review of Trust level policies:</u></b></p> <ul style="list-style-type: none"> <li>-Statutory polices.</li> <li>-Trust policies (see Trust Policy Planner)</li> <li>-Comply with ESFA, DfE, and Companies House etc.</li> </ul>	<p><b><u>Establishment and review of academy level policies:</u></b></p> <ul style="list-style-type: none"> <li>-Refer to Trust Policy Planner</li> </ul>
<p><b><u>Monitoring of:</u></b></p> <ul style="list-style-type: none"> <li>-Overall Trust performance, inc attainment and progress but not limited to.</li> <li>-Implementation of statutory policies and Trust policies.</li> <li>-Estates and H&amp;S compliance, building compliance inc the use of SCA (£).</li> <li>-Trust finance / budgeting for all academies and the central team.</li> <li>-HR recruitment and employment law.</li> <li>-Adverts, Job descriptions and person specifications</li> <li>-Monitoring of the Trust risk register and business continuity plan.</li> <li>-Safeguarding</li> </ul>	<p><b><u>Monitoring of:</u></b></p> <ul style="list-style-type: none"> <li>-Educational offer (as decided by the Head Teacher)</li> <li>-School Development Plan / SEF</li> <li>-School progress and attainment reports provided by the HT</li> <li>-Attainment and progress of Pupil Premium and / or any other targeted - group (boys / girls / SEN / disadvantaged etc.).</li> <li>-Local community activities, events and relationships with all stake holders.</li> <li>-Other locally co-ordinated activities and forums.</li> <li>-Achievement (nominated governor)</li> <li>-Safeguarding/ SEND (nominated governors)</li> <li>-Finance/budget monitoring (nominated governor)</li> <li>-Building compliance and Health &amp; Safety (nominated governor)</li> </ul>

**Appendix 3 – Role of the Local Advisory Board including agenda templates (please also see separate agenda templates to use at each meeting.**

Key Activities	Typical inputs
Understanding the Vision, Mission, Ethos. -Trust vision here...	Developing ethos and vision, linked to Trust. -School vision here...
<b>Understanding the community</b> -Understanding what services currently exist and where the gaps are -Understanding local issues and needs -Understanding how the Academy relates to -Understanding the local community needs	School Community audit Parent and student voice PTA/Friends associations Local aspirations and community needs
<b>Understanding the academy</b> -Attainment and progress -Curriculum -Behaviour -Attendance & welfare -Quality of teaching and learning -Continuing Professional Development -Safeguarding -Local needs -SEND -Building compliance, Health & Safety	Trackers (website, finance, achievement, health and safety, building compliance) SAM / QA visits from BEP Performance data Health & safety audit / action plan National averages/floor standards (FFT data) Ofsted reports School development plan (SDP) Self-evaluation form (SEF) Visits from governors, inc SEN and Safeguarding nominated governors Pupil Premium report Sports Premium report
<b>Working with the HT to set the Academy's strategic direction</b> -Assist in setting priorities for Academy improvement -Positively challenge and proactively support the Head Teacher, SLT and staff	School development plan Local aspirations and community needs Self-evaluation form (SEF) Parent and student voice
<b>Reviewing actions</b> -Know the improvement targets and strategies	School development plan Budget data (PSF Management Accounts)

<ul style="list-style-type: none"> <li>-Know the allocation of resources</li> <li>-Know how to review progress</li> <li>-Know how Pupil Premium is used</li> <li>-Know how Sports Premium is used</li> </ul>	<p>Pupil Premium report impact</p> <p>Sports Premium report impact</p>
<p><b>Understanding specific responsibilities</b></p> <p>-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:</p> <ul style="list-style-type: none"> <li>-Equality</li> <li>-Curriculum (link to local needs)</li> <li>-Buildings / Health and Safety</li> <li>-Safeguarding</li> <li>-Finance</li> </ul>	<p>Trackers (website, finance, achievement, health and safety, building compliance)</p> <p>H&amp;S / buildings site visits (walk the site)</p> <p>Achievement visits</p> <p>Safeguarding/SEND visits</p> <p>Finance visits</p> <p>Nominated governor to meet with key academy personnel.</p> <p>These meetings will be reported on to all governors at the next LAB meeting.</p>
<p>Ofsted – To provide support in any Ofsted inspection on the areas outlined above with support from the Trust HR Manager, DoS and the CEO.</p>	
<p><b>Advisory Board Meetings (templates supplied for all academies).</b></p>	
<p><b>Set up meeting:</b></p> <p>Declaration of interests</p> <p>Approval of Minutes of previous meeting</p> <p>Matters arising and not elsewhere on agenda</p> <p>Complete annual business and pecuniary interests return</p> <p>Elect Chair / Vice Chair (every 2 years)</p> <p>Update Trust risk register</p> <p>Read, understand and sign ToR for LAB</p> <p>SoD</p> <p>Agree named governor posts and visits to the academy for monitoring</p> <p>Read, understand and sign governors code of conduct (May be on agenda for setup meeting or Autumn term meeting)</p> <p>Any other business</p> <p>Date, time of next meeting</p>	

<b>Autumn – Agenda</b>	
<p>Declaration of interests Approval of Minutes of previous meeting Matters arising and not elsewhere on agenda</p> <p>-Learning Walk(s) -Health and Safety / Building compliance Walk(s) -Wider community events -Safeguarding / SEND</p> <p>HT Report Trust QA / SAMs docs Achievement Tracker School Development Plan / SEF Pupil Premium Plan / review Sports Premium Plan / review Annual Safeguarding Return – Review Actions Finance, including Tracker review Buildings and H &amp; S, including H &amp; S Audit/Action plan and Tracker review HT recommendations for Teachers’ Pay – for LAB information (approval by Trust Board)</p> <p>Website Review, including Tracker</p> <p>Policy adoption Trust Risk Reg – Review &amp; update</p> <p>Any other business Date, time of next meeting</p>	<p>Governor update - Impact / Actions. As and when HT &amp; safeguarding governor update SEND governor update</p> <p>Review and question Review and question Review and question Review and question Review and question Review and question Review and question Review and question Finance governor update H &amp; S governor update</p> <p>Ensure compliant / actions on tracker complete.</p> <p>Academy specific Supplied by Trust, review, update and inform Trust on any missing elements.</p>
<b>Spring – Model Agenda</b>	
<p>Declaration of interests Approval of Minutes of previous meeting Matters arising and not elsewhere on agenda</p> <p>-Learning Walk(s) -Health and Safety Walk(s) -Wider community events -Safeguarding/SEND</p> <p>HT Report Trust QA / SAMs docs School Development Plan Review/SEF Achievement tracker / review progress data Pupil Premium Plan / review Sports Premium Plan / review</p>	<p>Discuss working party groups and school visits Governor update - Impact / Actions As and when Safeguarding / SEND governor update</p> <p>Review and question Review and question Review and question Review and question Review and question Review and question</p>

<p>Finance, including Tracker review Property and H &amp; S, including H &amp; S Audit/Action plan and Tracker review</p> <p>Policy adoption Trust Risk Reg – Review &amp; update</p> <p>Any other business Date, time of next meeting</p>	<p>Finance governor update H &amp; S governor update</p> <p>Academy specific Supplied by Trust, review, update and inform Trust on any missing elements.</p> <p>Finance governor update H &amp; S governor update</p>
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**Summer – Model Agenda**

<p>Declaration of interests Approval of Minutes of previous meeting Matters arising and not elsewhere on agenda</p> <p>-Learning Walks -Health and safety/building compliance Walk -Wider community events -Safeguarding / SEND</p> <p>HT Report Trust QA Financial budget setting – LAB discussion School Development Plan Review/SEF Pupil Premium Plan review Sports Premium Plan review Finance, including Tracker review Buildings and H &amp; S, including H &amp; S Audit/Action plan and Tracker review</p> <p>Business Continuity Plan (BCP)</p> <p>Policy adoption Trust Risk Reg – Review &amp; update</p> <p>Any other business Date, time of next meeting</p>	<p>Impact / actions, linked to school priorities. Governor update - Impact / actions. As and when Safeguarding /SEND nominated governor update</p> <p>Review and question Review and question Review and question Review and question Review and question Review and question Finance governor update H &amp; S governor update</p> <p>Update and return to Trust</p> <p>Academy specific Review and return to Trust Supplied by Trust, review, update and inform</p>
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Appendix 3a

LAB Meeting Agenda and Executive Summary Templates – see separate document

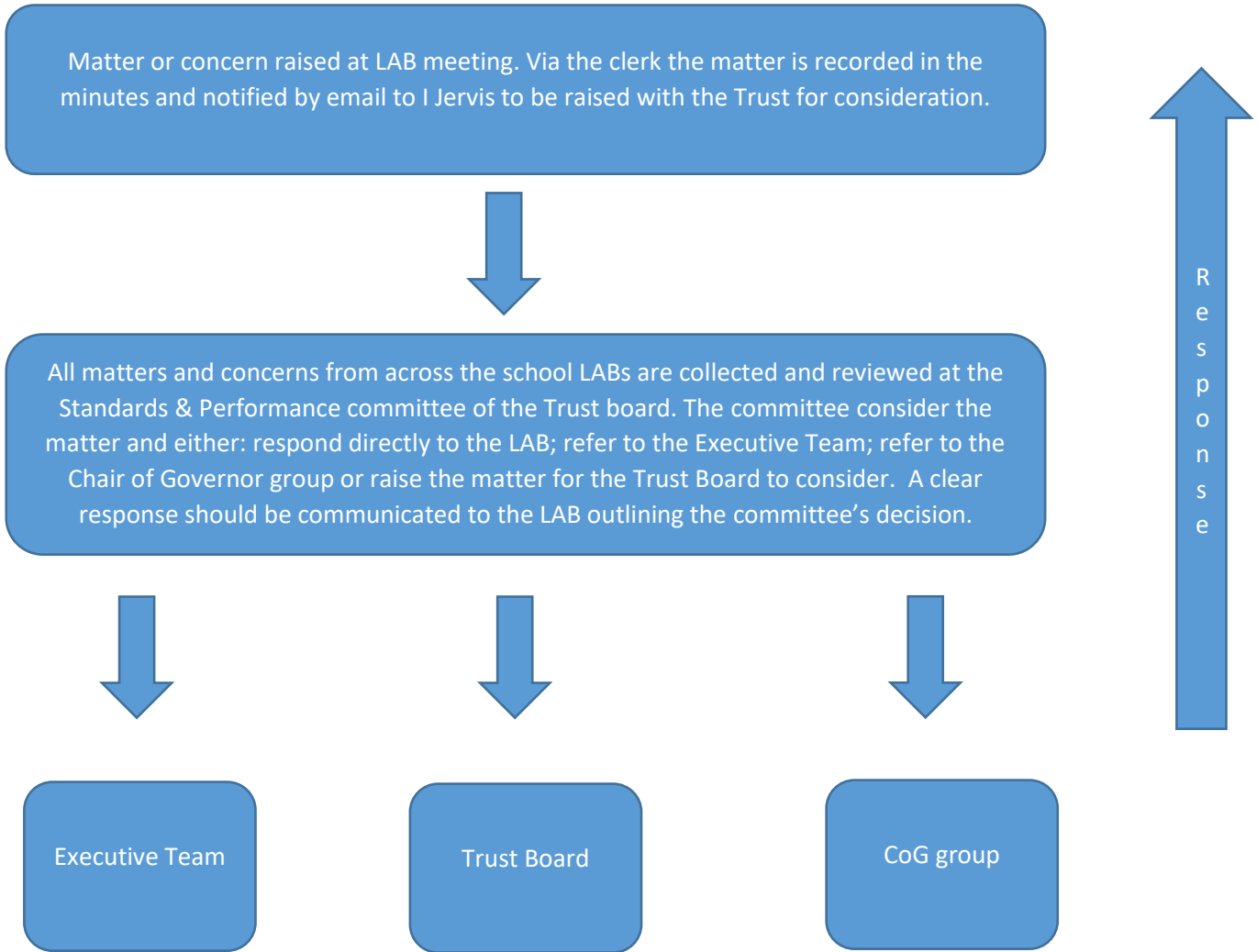
Appendix 4a Chair of LAB - URGENT Report

<u>Academy:</u>	<u>Chair:</u>
<u>Date:</u>	<u>Head Teacher:</u>
<u>Issue raised by the academy:</u>	
<u>Response from the Trust:</u>	

**Please forward any urgent concerns to Isobel Jervis, governance support officer:**

[ijervis@bepschools.org](mailto:ijervis@bepschools.org)

**Appendix 4b Raising concerns or matters to the Trust Board – non urgent.**



**Appendix 5a and 5b Governance Code of Conduct**

***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.

[dos@bepschools.org](mailto:dos@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.

[ceo@bepschools.org](mailto:ceo@bepschools.org) (T: 0116 478 3426)

### Performance and Standards Chair (Stephen 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.

[ijervis@bepschools.org](mailto:ijervis@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 – LABs should see the outcomes and action following this visit.

#### Health & safety audit / action plan

Bi-annually each school will be 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. Head teachers should report on Health and Safety at each LAB meeting, supported by the Health and Safety tracker and Buildings Compliance tracker.

#### 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 (NoV) or reports and planned actions are always agreed: Local Advisory Boards should be updated on these and they could question and challenge the academy to ensure actions are completed in a timely manner.

#### 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 Trackers

The Trust asks that the Local Advisory Board are kept up to date on the Trust Trackers. The Trackers form part of the scrutiny and monitoring progress that we ask the LABs to undertake.

Website – (Autumn term for completion)

Achievement – (Autumn / Spring / Summer terms)

Building Compliance & Maintenance - (Autumn / Spring / Summer terms for review of Trust populated tracker)

Health & Safety - (Autumn term / Spring / Summer for review of Trust populated tracker)

Finance - (Autumn term / Spring / Summer for review using PSF Management Accounts)

### 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: [ijervis@bepschools.org](mailto:ijervis@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 with different central colleagues.

### 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 and the Trust 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 monitoring visit template for Local Advisory Boards 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.

## Local Advisory Board Monitoring Visit Report

### Safeguarding **\*\*Updated for 2021\*\***

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
<p>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),</p>	
<p>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?</p> <p>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?</p>	
<p>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?</p> <p>Have all staff read and understood at least Part One of the <b>latest version</b> of statutory guidance 'Keeping children Safe In Education' (<b>Dfe</b>) 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?</p>	
<p>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?</p>	
<p><b>Does the school have records of peer: peer abuse or sexual harassment? Have staff been trained to be vigilant in this area? Is there a plan to tackle this issue and is it on track?</b></p>	

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
<p>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?</p>	
<p>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?</p> <p>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?</p> <p>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?</p>	
<p>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?</p>	
<p>How is the school fulfilling its responsibilities under the Prevent duty?</p> <p>Does the safeguarding and child protection policy specify how the school will identify pupils at risk, appropriate interventions, and where help can be accessed?</p> <p>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.</p> <p>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</p>	

Discussion with designated safeguarding lead (DSL) and other relevant staff.	Comments/ information
<p>schools and will be informed in part by the risk assessment required by the Prevent Duty.</p> <p>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</p>	

<b>Discussion with pupils</b>	
<p>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.</p>	
<p>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.</p>	
<p>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?</p>	
<p>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).</p>	
<p>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?</p>	

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

Signed \_\_\_\_\_

(LAB governor)

Signed \_\_\_\_\_

(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.	

<b>Discussion with SENCO</b>	
	<b>Comments:</b>
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).	

<p>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?</p>	
<p>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)?</p>	

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.

<p><b>It is also recommended for the governor to visit a lesson/s to watch some of the interventions in action.</b></p> <p>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?</p> <p>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?</p>	<p><b>Comments</b></p>
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Comments and Recommendations:

Points requiring further discussion at Local Advisory Board:

Signed \_\_\_\_\_  
(LAB Governor)

Signed \_\_\_\_\_  
(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?	

<p><i>Does the school performance data support the outcomes of the monitoring? Has the planned improvement(s) materialised in improved outcomes for pupils? All groups?</i></p> <p>How was data used to identify where / what intervention was needed?</p> <p>Did we achieve our target? If not do we know why not and what actions do we still need to undertake?</p> <p>Are we likely to achieve our 2019/20 target? If not, what are the problems?</p>	
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<p>Discussion with pupils:</p>	
<p>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.</p> <p>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 ?</p> <p>Try to talk to a range of pupils.</p> <p>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?</p>	<p><b>Comments</b></p>

<p>Comments and Recommendations:</p>
<p>Points requiring further discussion at Local Advisory Board:</p>

Signed \_\_\_\_\_

(LAB Governor)

Signed \_\_\_\_\_

(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?	

<b>Discussion with pupils:</b>	
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

<p>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?</p>	
<p><b>Discussion with Head Teacher/ Senior Leader</b></p>	
<p>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.</p>	
<p>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.</p>	

<p>Comments and Recommendations:</p>
<p>Points requiring further discussion at Local Advisory Board:</p>

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.	

<b>Legal Policies and Documents</b>
School's attendance targets:

<b>Other related recommended/ relevant policies:</b>	<b>Date last updated</b>
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 10 <sup>th</sup> -40 <sup>th</sup> %	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 10 <sup>th</sup> -40 <sup>th</sup> %	6.67% to 8.32%	91.68%–93.24%	Below average
Lowest 10%	8.33 and above	Below 91.67% and below	Low

<b>Discussion with Head Teacher or person responsible for attendance and punctuality</b>	<b>Comments:</b>
<b>Attendance</b>	
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?	

<p><b>Discussion with Head Teacher or person responsible for attendance and punctuality</b></p>	<p><b>Comments:</b></p>
<p>What has been the success overall for improving attendance?</p>	
<p>What rewards does the school give/ actions does the school take, to improve the attendance of all pupils, including giving attendance a high profile?</p>	
<p><b>Punctuality</b></p>	
<p>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?</p>	
<p>What percentage of pupils currently have a punctuality percentage of equal to or below 85%? How many pupils does this represent?</p>	
<p>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?</p>	
<p>What actions does the school take to improve pupils' punctuality for pupils with low punctuality?</p>	



<b>Discussion with Head Teacher or person responsible for attendance and punctuality</b>	<b>Comments:</b>
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.	

<p>Discussion with pupils</p> <p>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.</p>	
<p>How important is attending school for you?</p> <p>Does it bother you if you cannot come to school? Tell me why.</p> <p>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</p>	<b>Comments</b>

<p>you think would work either for yourselves or other pupils in the school?</p>	
<p>What about punctuality? Have you ever been late?</p> <p>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?</p>	

<p>Overall, is the school following its own policies for attendance and punctuality apart from minor issues?</p>	
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<p>Comments and Recommendations</p>
<p>Points requiring further discussion at Local Advisory Board:</p>

Signed \_\_\_\_\_  
(LAB Governor)

Signed \_\_\_\_\_  
(Head Teacher / Co-ordinator)

## Local Advisory Board Monitoring Visit Report

### *Spiritual, Moral, Social and Cultural Education (SMSC)*

Name	
Date of Visit	
Focus of Visit	<i>Spiritual, Social, Moral and Cultural Education (SMSC).</i>
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 6 <sup>th</sup> 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.?

<p>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.</p>	
<p>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?</p>	
<p>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?</p>	
<p>The school's log of racist incidents. Are there any worrying patterns of pupils from particular cultures, religions etc. recorded?</p>	

<p>Comments and Recommendations</p>
<p>Points requiring further discussion at Local Advisory Board:</p>

Signed \_\_\_\_\_

(LAB Governor)

Signed \_\_\_\_\_

(Head Teacher / Co-ordinator)

## Local Advisory Member Monitoring Visit Report

### Physical Education and Sports Grant (primary schools)

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

<b>Discussion with PE Coordinator/ SLT</b>	
<p><b>Section 1</b> Impact of the Sports Grant – The school will have chosen to impact on <u>all or some of the following areas</u>.</p> <p>The school should be able to provide a range of evidence to support its evaluation.</p>	<b>Comments:</b>
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?	

<p>How has the grant helped to secure links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills?</p>	
<p>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?</p>	
<p>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.</p>	
<p>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.</p>	
<p>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?</p>	<p>Comments</p>
<p>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.</p>	

<p>Does the school judge that the money was well spent and achieved its aims, providing good value for money?</p> <p>On the evidence provided to the governor, does the governor agree with the school's judgement? If not, outline the reasons.</p>	
<p>Comments and Recommendations</p>	
<p>Points requiring further discussion at Local Advisory Board:</p>	

Signed \_\_\_\_\_

(LAB Governor)

Signed \_\_\_\_\_

(Head Teacher / Co-ordinator)



## Local Advisory Board Visit Report

### Curriculum intent, implementation and impact review

<b>Name</b>	
<b>Date of Visit</b>	
<b>Focus of Visit</b>	A specific area of the School Development Plan  E.g. review the intent of the curriculum, its implementation and impact on standards
<b>Purpose of Visit</b>	
<b>Links with School Improvement</b>	
<b>Classes/staff visited</b>	
<b>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch with pupils etc.</b>	

<b>Discussions with the senior leadership team (Top level view)</b>	
<p>What is the vision for the curriculum?</p> <p>What is on offer, to whom and when?</p>	
<p>Can leaders explain their understanding of curriculum intent and sequencing, and why these choices were made. For example, why is Romans taught to Y3 and not Y4? Why do all KS1 classes study the same topics on a two year rolling programme?</p>	
<p>Can leaders explain the difference between the knowledge and the skills they want children to learn? What knowledge should the children know at the end of key stages?</p> <p>What skills will help them prepare for living in the world at large and future employment?</p>	
<p>Can leaders explain their long term vision and plan for the curriculum at your school?</p>	

Discussion with curriculum leader (for whole curriculum or leader of a subject or area) (Deep Dive)	
	Comments:
Can the Curriculum leader explain their understanding of curriculum intent and sequencing, and why these choices were made. For example, why is Romans taught to Y3 and not Y4? Why do all KS1 classes study the same topics on a two year rolling programme?	
Can the curriculum leaders show you the long- and medium-term thinking and planning, including the rationale for content choices and curriculum sequencing?	
Can the curriculum leader explain the difference between the knowledge and the skills they want children to learn? What knowledge should the children know at the end of key stages?  What skills will help them prepare for living in the world at large and future employment?	
Can the curriculum leader explain how the school curriculum addresses social disadvantage?	
Is it clear what end points the curriculum is building towards and what pupils need to be able to do to reach those end points? At the end of each year group, each key stage, Y6?	
Is the curriculum planned and sequenced so that new knowledge builds on what has been taught before and towards its clearly defined end points? Do teachers know what children have learnt previously and do they ensure they don't replicate learning or miss gaps in understanding? For example, if electricity is taught in Y2 and Y4 is there evidence that the teachers know this and build on assessment information to ensure the children learn new skills and knowledge?	

<p>Does the curriculum reflect the schools local context by addressing typical gaps in pupils knowledge and skills? For example, if the school is in an area where reading is not supported at home does the school build a curriculum which addresses this?</p>	
<p>Does the curriculum remain as broad as possible for as long as possible? For example, do all pupils in upper KS2 continue to access all areas of the learning throughout the whole school year?</p>	
<p>Is there a high academic/vocational/technical ambition for all pupils?  Does the school offer disadvantaged pupils or pupils with SEND a reduced curriculum?  E.g are pupils with SEND accessing core lessons of reading, writing and maths? Do disadvantaged pupils miss topic afternoons as they attend intervention sessions for Reading? Are the intervention sessions balanced to ensure pupils access the whole curriculum?</p>	
<p>Have you see the delivery of a specific subject across the school? Can the curriculum coordinator show you the curriculum and how it is explicitly connected across a sample of lessons in pupils books or displays? Can you see the learning for this subject across two year groups and see how skills and knowledge are being developed?</p>	
<p>Does the work scrutiny show that pupils know more and can do more over time? Have the knowledge and skills they have learned been well sequenced and developed incrementally?</p>	
<p>Can class teachers explain how the curriculum informs their choices about content and sequencing to support effective learning?</p>	

<p>What assessment data is gathered to support the tracking of pupils attainment and progress? Are standards in different areas of the curriculum all good? What action is being taken to address an area of the curriculum, or a particular cohort, where standards are not yet good?</p>	
<p>Have leaders and teachers designed, structured and sequenced a curriculum, which is then implemented through classroom teaching?</p> <p>Is the end result that pupils know more and are able to do more?</p> <p>Can this be seen in standards?</p>	

<p>Comments and Recommendations:</p>
<p>Points requiring further discussion at Local Advisory Board:</p>

Signed \_\_\_\_\_  
(LAB Governor)

Signed \_\_\_\_\_  
(Head Teacher / Co-ordinator)

## Local Advisory Board Visit Report

### Provision and outcomes for pupils with SEND

Please note that it is recommended that the completion of this LAB report is likely to require several visits, with a first introductory and contextual visit followed by several follow-up and more focussed meetings.

<b>Name</b>	
<b>Date of Visit</b>	
<b>Focus of Visit</b>	Reviewing an aspect of provision, support or outcomes for pupils with SEND E.g. Review the systems and support for pupils with an ECHP
<b>Purpose of Visit</b>	
<b>Links with School Improvement</b>	
<b>Classes/staff visited</b>	
<b>Summary of activities e.g. meeting with SENDCo, tour of school, meeting with group of pupils</b>	

*To note: Pupils with SEND have a huge range of needs and starting points. Some pupils may have complex or profound needs which impact their academic outcomes, whereas for other pupils it is reasonable to expect outcomes in line with other pupils their age.*

<b>Context – Visit 1</b>	
Staff with responsibility for SEND?	
SEND Co-ordinator Member of SLT? Time given to lead SEND? Training & Support?	
Any specialist provision within the school?	
Context of SEND within school: Number so pupils on roll with identified SEND? EHCP? Other needs?	
Profile of SEND across school?	

Identified SEND priorities within SEND improvement plan? Is SEND a priority within School development plan? What broad levels of funding are received by the school?	
Any current developments/challenges within the school relating to SEND?	
Any local barriers to achievement/outcomes for pupils with SEND?	
Level & nature of staff training to support SEND?	
Use of external support?	
Local offer readily available?	
Feedback from families?	
Website compliant?	
Outcomes from previous reviews/ Ofsted etc?	

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

Signed \_\_\_\_\_  
(LAB Governor)

Signed \_\_\_\_\_  
(Head Teacher / Co-ordinator)

Discussions with the senior leadership team /. SEND Co-coordinator – Visit 2/3	
How are leaders ambitious for all pupils with SEND?	
How do leaders accurately identify, assess and then meet the needs of pupils with SEND?	
Is there a vision for pupils with SEND?	
Are there coherent structures to support pupils with SEND? Can leaders articulate these?	
Can leaders demonstrate the efficacy and impact of any additional SEND funding?	
Has the curriculum been suitably adapted and sequenced suitably to meet pupils' needs now, and for the future? How is this monitored?  Are all areas of the curriculum available to pupils with SEND?	
How have leaders successfully involved parents, carers and other professional services in deciding how best to support pupils with SEND?	
How do leaders include pupils with SEND in all aspects of school life?  Are there any aspects that are NOT available to pupils with SEND?	
What are the academic outcomes at the school for pupils with SEND?	
What are the well-being measures for pupils with SEND?  Attendance?  Rates of exclusion?  Behaviour measures? E.g. rate of sanctions	

<p>Are pupils with SEND more likely to be a victim of bullying at the school?</p>	
<p>How does the school assess pupils' outcomes and development beyond academic measures?</p> <p>Are these outcomes improving?</p> <p>Do these assessments include reference to, where appropriate,:</p> <ul style="list-style-type: none"> <li>• Communication &amp; Interaction</li> <li>• Cognition &amp; Learning</li> <li>• Physical health &amp; development</li> <li>• Social, emotional and mental health.</li> </ul>	
<p>Are any specific measures put in place to ensure the safeguarding of SEND pupils given the often significant and complex vulnerabilities of this group?</p>	
<p>Is suitable and regular training provided to staff? All staff?</p> <p>How do leaders collect and consider staff feedback in relation to SEND?</p> <p>Is staff well-being and supervision supported by the school?</p>	

<p>Comments and Recommendations:</p>
<p>Points requiring further discussion at Local Advisory Board:</p>

Signed \_\_\_\_\_  
(LAB Governor)

Signed \_\_\_\_\_  
(Head Teacher / Co-ordinator)



Local Advisory Board Visit Report

*Health & Safety Walk \*\*New for 2021\*\**

See next pages



**BRADGATE**  
Education Partnership

H&S Checklist – Annual LAB visit

Completed by: Name

Date:

Area	Question	Y	N	Comments	Action to be taken
Movement around the school (slips and trips)	Is the internal flooring in a good condition?				
	Are there any changes in floor level or type of flooring that need to be highlighted?				
	Are gangways between desks kept clear?				
	Are trailing electrical leads/cables prevented wherever possible?				
	Is lighting bright enough to allow safe access and exit?				
	Are procedures in place to deal with spillages, eg water, blood from cuts?				
	For stand-alone classrooms: <ul style="list-style-type: none"> <li>■ Are access steps or ramps properly maintained?</li> <li>■ Are access stairs or ramps provided with handrails?</li> </ul>				

Working at height (falls)	Are there either an 'elephant-foot' stepstool or stepladder available for use where necessary?				
	Is a window-opener provided for opening high-level windows?				
Furniture and fixtures	Are permanent fixtures in good condition and securely fastened, eg cupboards, display boards, shelving?				
	Is furniture in good repair and suitable for the size of the user, whether adult or child?				
	Is portable equipment stable, eg a TV set on a suitable trolley?				
	Where window restrictors are fitted to upper-floor windows, are they in good working order?				
	Are hot surfaces of radiators etc protected where necessary to prevent the risk of burns to vulnerable young people?				

Manual Handling	Have trolleys been provided for moving heavy objects, eg computers?				
Computers and similar equipment	If staff use computers as part of their job, has a workstation assessment been completed?				
	Have pupils been advised about good practice when using computers?				
Electrical equipment and services	Are fixed electrical switches and plug sockets in good repair?				
	Are all plugs and cables in good repair?				
	Has portable electrical equipment, eg laminators, been visually checked and, where necessary, tested at suitable intervals to ensure that it's safe to use? (There may be a sticker to show it has been tested.)				
	Has any damaged electrical equipment been taken out of service or replaced?				

Asbestos	If the school contains asbestos, have details of the location and its condition been provided and explained to the relevant staff members?				
	Have staff been provided with guidance on securing pieces of work to walls/ceilings that may contain asbestos?				
Fire	Are fire exit doors in the school unobstructed; kept unlocked; and easy to open from the inside?				
	Is fire-fighting equipment in place in the school?				
	Are fire evacuation procedures clearly displayed?				
	Are staff aware of the evacuation drill, including arrangements for any vulnerable adults or children?				

Workplace (ventilation and heating)	Does the school have natural ventilation?				
	Can a reasonable room temperature be maintained during use of classrooms?				
	Are measures in place, for example blinds, to protect from glare and heat from the sun?				
First Aid	Are first aid kits located around the school and kept fully stocked and in date?				
	Are medicines kept in the school stored in a secure, locked place?				
	Is hazardous waste, including sharps, disposed of safely?				
Policies and procedures	Is the health and safety policy made available to all staff?				
	Are risk assessments made available to all staff?				

Other	Have finger guards been installed on the hinges of doors, and are they in good condition?				
	Have window restrictors been fitted and are they in good condition and tamper-proof?				

*This is not an exhaustive list and you should identify any other hazards associated with the daily use of the school in the space overleaf, including any further actions needed.*

Additional Issues	Y	N	Comments	Action to be taken



**Further Action Needed**

Hazards Noted	Action Taken	Date

<b>Name and position:</b>	
<b>Signature:</b>	
<b>Date:</b>	

**Please return to Head Teacher and to Andy Marshall, Trust Estates & IT Manager ([andy@bepschools.org](mailto:andy@bepschools.org))**

## Schedule 1 – Please action 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.

Item	Action	Frequency
BEP Code of Conduct	Confirm adherence to Trust Governance Code of Conduct (GovernorHub)	Autumn
LA Annual Safeguarding Return – complete online	Lead DSL and nominated Safeguarding Governor complete online	Summer (annual)
LA Annual Safeguarding Return – Follow up on any action	Discuss and report back to BEP via minutes and Exec Summary	Autumn (annual)
School Safeguarding Audit – carried out by Trust Attendance & Welfare Lead	Discuss and monitor progress against any action points	Annually
Achievement	Discuss and report back to BEP via minutes and Exec Summary. Updated reports on school's Sharepoint to be available on GovernorHub	Termly
Finance – PSF Management Account Report	Discuss and report back to BEP via minutes and Exec Summary. Updated Management Accounts on school's Sharepoint to be available on GovernorHub	Termly
Tracker – Website Audit	Discuss and report back to BEP via minutes and Exec Summary. Updated trackers on school's Sharepoint to be available on GovernorHub	Autumn (annual)
Tracker – Property Compliance / Maintenance	Discuss and report back to BEP via minutes and Exec Summary. Updated trackers on school's Sharepoint to be available on GovernorHub	Termly
Tracker – Health & Safety	Discuss and report back to BEP via minutes and Exec Summary.	Termly

	Updated trackers on school's Sharepoint to be available on GovernorHub	
Review H&S Audit and Action Plan	Discuss and report back to BEP via minutes and Exec Summary	Annual – following YMD Boon audit
Health & Safety School Walk	Return to BEP	Annually
Pupil Premium Plan	Review and discuss	Termly
Sports Premium Plan	Review and discuss	Termly
School Development Plan	Review and discuss	Termly
Trust Risk Register	Discuss and Report back to BEP via minutes and Exec Summary	Termly
Budget / Staffing model (75% staff costs vs total income)  (1 months running costs in reserve - min)	Recommend at LAB and submit to BEP for review	Summer
BCP	Return to BEP	Summer
Executive Summary of LAB Meeting	LAB Clerk to complete and return to BEP	Termly after LAB meeting (latest 2 weeks prior to Trust Board)