

TERMS OF REFERENCE FOR LOCAL SCHOOL BOARD

FLANDERWELL PRIMARY SCHOOL



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST



2024-25

Curriculum and School Performance

Remit

- This group takes an in-depth look into the work of the school in implementing the national curriculum, ensuring the curriculum intent becomes fully embedded over time.
- The group monitors curriculum developments and issues of a local and national importance and use this to support leaders in shaping the future direction of the School.
- This group evaluates the impact of the curriculum on children's progress and attainment.
- They evaluate the monitoring and self-evaluation work of leaders.
- The group evaluate progress against KPIs.
- The group explores data and pupil outcomes with leaders, particularly focusing on the most vulnerable.
- The group undertakes this work on behalf of the Full Local School Board and communicates its findings through a termly report, making recommendations on key decisions. *This report is made available on the portal (responsibility of lead SLT member) no less than one week before the Full Local School Board Meeting allocated.*

Terms of Reference

- Ensure that all leaders have a clear rationale for the approach to and design of the curriculum that is taken.
- Monitor that the agreed National Curriculum requirements and the agreed intent are being implemented by the school, through its long term and medium term plans.
- Regularly review Flanderwell's approach to teaching and learning to ensure children know and remember more
- Consider and review the school's Curriculum policies and to make recommendations to the local school board with regard to their content and implementation.
- Regularly review and develop the Assessment Policy and to ensure that the policy is operating effectively.
- Consider and review the school's SEN policy and to make recommendations with regard to their content and implementation.
- Work with school leaders to gain a full understanding of the quality and appropriateness of the curriculum across school, quality assuring the relevant sections of the Developing Excellence Plan (DEP).
- Evaluate the work of subject leaders in the identified priorities
- Ensure that curriculum design meets the requirements of children with SEND as laid out in the code of practice.
- Ensure that the curriculum is sufficiently adapted to support all children with additional needs, including the most disadvantaged.
- Regularly review Flanderwell's approach to teaching and learning to ensure children know and remember more
- Review the impact of the pupil premium strategy

Impact:

- Have an awareness of the national measures of expected progress and understand what constitutes good and better progress.
- Evaluate the approach leaders take to monitoring the curriculum, teaching and outcomes.
- Evaluate the impact of quality of teaching on rates of pupil progress and standards of achievement.
- Monitor and evaluate rates of progress and standards of achievement by pupils, including all underachieving or vulnerable groups (including SEND), receiving regular reports on the analysis of tests and assessments.
- Through monitoring impact of the curriculum, ensure that all children have equal opportunities.
- Be familiar with the school's Self-Evaluation Form and judgments linked to Quality of Education.
- Evaluate impact of the school's curriculum, using a range of evidence: work sampling records, external reports (Trust/SIP/OFSTED), external data, internal data, observation records, evidence of pupil's level of engagement and pupil discussions.
- Work with leaders to sample pupil outcomes in books to support evaluation of DEP priorities and milestones.

LSB Self Evaluation Questions

1. What is the impact of the curriculum and teaching across school on children's learning, and how do the leaders know? How far are KPIs on track to be met? Do the children know and remember more?
2. Are the key priorities identified within the DEP appropriate? What is the rationale for these?
3. Is the planned Curriculum ambitious enough across school and relevant to the community?
4. How far do the teachers understand what they are teaching and its place within the sequence of learning? How does the school know?
5. How far is the implementation of the curriculum on track to support the school in achieving its goals and aims and in supporting children with additional needs? How is the curriculum adapted to meet the needs of all pupils?
6. What is the overall quality of teaching within the wider curriculum and how do leaders know this?
7. How effectively is assessment used to support children in embedding knowledge and its application?
8. How well do children achieve?

9. What is the impact of the school's approach to early reading development? Is there any evidence of 'Reading failure'?
10. How far do pupils with SEND and the disadvantaged pupils make good progress and are prepared for the next stage of education?
11. What is the impact of the discrete vocabulary teaching and the development of oracy skills across school, particularly on the most vulnerable.

Meeting Dates and focus of meeting

	Date	Focus for the meeting
Meeting 1:	WB <i>Report submitted for:</i>	<ul style="list-style-type: none"> • Agree the terms of reference • Review the end of year data • Review the SEF • Review this years' DEP • Decide on the focus for the next meeting • Review any monitoring outcomes
Meeting 2:	WB <i>Report submitted for</i>	<ul style="list-style-type: none"> • Review of progress and attainment data from the Autumn term • Review the impact of the curriculum on pupils vulnerable to not making expected progress (disadvantaged pupils and pupils with an identified SEN) • Review any monitoring outcomes
Meeting 3:	WB <i>Report submitted for</i>	<ul style="list-style-type: none"> • Review of progress and attainment data from the Autumn term • Review the impact of the curriculum on pupils vulnerable to not making expected progress (disadvantaged pupils and pupils with an identified SEN) • Review any monitoring outcomes

Members of the Group

Governors	Senior Leaders
Nevine Towers Kevin Johnson	Holly Wain Val Albut Tina Otter

Flanderwell LSB Group 2 Terms of Reference

BEHAVIOUR AND PERSONAL DEVELOPMENT

Remit

- This group support leaders to explore how the curriculum supports the personal development of all children, particularly the most vulnerable. Leaders will provide the LSB with information regarding the personal development of pupils including how we support the children's behaviour and attendance. At every LSB meeting, the group ask, "Is this school delivering positive progress for every pupil" asking, "Are relationships with the community and parents supporting this progress?"
- The group undertakes this work on behalf of the Full Local School Board and communicates its findings through a termly report, making recommendations on key decisions. *This report is made available on the portal (responsibility of lead SLT member) no less than one week before the Full Local School Board Meeting allocated.*

Terms of Reference

- Explore how the curriculum supports the personal development of all children, particularly the most vulnerable.
- Evaluate how effectively the PSHE and RE curriculum and chosen approach supports achievement.
- Evaluate the implementation of the RSE curriculum
- Evaluate the work of the inclusion team and the impact on pupil achievement and wellbeing, particularly for SEND and additional needs children.
- Consider and review the school's policies on positive behaviour and discipline (including Anti-Bullying policy).
- Be familiar with and monitor the Developing Excellence Plan (DEP) and Self-Evaluation Form (SEF) linked to Behaviour and attitudes and Personal Development sections within the OFSTED framework
- Receive reports on the analysis of data for attendance and behaviour, challenging the school on its actions towards meeting milestones within the DEP.
- Evaluate the support put in place for pupils with an identified SEMH need
- Review the impact of the pupil premium strategy

Governor Self Evaluation Questions

1. Are leaders taking appropriate action to reach identified KPIs and move towards securing outstanding behaviour and Personal development? How do they know?
2. Is the support given to vulnerable pupils having sufficient impact on their behaviour outcomes?
3. How prevalent is bullying, how is it identified and how is it addressed?
4. How far is the school developing children's understanding of the protected characteristics?
5. How successfully is the RSHE curriculum agreed through consultation being implemented?
6. Do children attend school often enough? How do you know? If children are identified as not attending regularly enough, is enough being done to improve this? Are all children punctual enough?
7. How successfully do leaders build an inclusive environment in which children's characters as well as academic achievement are developed?
8. Are children given sufficient opportunity to make a positive contribution to school life?
9. Are children prepared sufficiently to be safe on line? How are those with additional needs supported to keep safe?

Meeting Dates and focus of meeting

	Date	Focus for the meeting
Meeting 1:	WB Report submitted for	<ul style="list-style-type: none"> • Agree the terms of reference • Review the end of year behaviour and attendance data • Review the SEF • Review this years' DEP • Decide on the focus for the next meeting
Meeting 2:	WB Report submitted for	<ul style="list-style-type: none"> • Review attendance and behaviour data from the Autumn term • Review attendance procedures • Review attendance and behaviour for vulnerable pupils • Review the children's understanding of how to stay safe online
Meeting 3: 7	WB Report submitted for	<ul style="list-style-type: none"> • Review attendance and behaviour data from the Autumn term • Review attendance procedures • Review attendance and behaviour for vulnerable pupils • Review the children's of the protected characteristics? • Evaluate the implementation of the RSE curriculum

Members of the Group

Board member	Senior Leaders
Kathryn Morgan-Grice Jo Thorpe	Adam Cornes

Flanderwell LSB Group 3 Terms of Reference

SAFEGUARDING

Remit

- This group plays a key role in the safeguarding of pupils across school and ensuring policies and practices are rigorous compliant with government legislation.
- The group takes an in-depth look at the systems that are used across school.
- The group undertakes this work on behalf of the Full LSB and communicates its findings through a termly report, making recommendations on key decisions. *This report is made available on the portal (responsibility of lead SLT member) no less than one week before the Full Local School Board Meeting allocated.*

Terms of Reference

- Have a good understanding of Keeping Children Safe in Education and any changes within this.
- Have a good understanding of safeguarding risks which are likely to impact on families within our community and ensure actions are in place to support children with these.
- Consider and review the school's policies and approach to the development of children's social, emotional and behaviour needs.
- Monitor the school's engagement with other relevant agencies who work with children and families in line with the requirements of Safeguarding.
- Monitors the training undertaken by leaders and staff within school, ensuring all training is quality and up to date.

- Monitor the school’s work using the reporting tool from the LA and DSAT and ensure this is submitted within the given timescale.
- Ensure that staff involved in Safeguarding work are given the appropriate support and supervision.

LSB Self Evaluation Questions

- 1.Are all safeguarding policies up to date and compliant with Government regulations and Keeping Children Safe in Education?
- 2.Are all policies embedded through the working practices of the school?
- 3.Are the school’s policies and systems sufficiently robust enough to keep children safe?
- 4.Is all training up to date for staff and leaders at all levels?
- 5.Are children supported to keep themselves safe within the community and particularly when moving to secondary school?

Meeting Dates and focus of meeting

	Date	Focus for the meeting
Meeting 1	WB Report submitted for:	<ul style="list-style-type: none"> • Agree the terms of reference • Update on Caseload and Safeguarding practices • Update on safeguarding audit carried out • Decide on the focus for the next meeting
Meeting 2	WB Report submitted for	<ul style="list-style-type: none"> • Update on Caseload and Safeguarding practices • Update on safeguarding review carried out by DSAT and the key actions to be carried out • Monitors the training undertaken by leaders and staff within school, ensuring all training is quality and up to date. • Review the staff understanding of safeguarding procedures
Meeting 3:	WB Report submitted for	<ul style="list-style-type: none"> • Update on Caseload and Safeguarding practices • Are children supported to keep themselves safe within the community and particularly when moving to secondary school

Members of the Group

Governors	Senior Leaders
Natalie Harvey	Adam Cornes Karen Sheriff

Flanderwell LSB Group 4 Terms of Reference

Community

Remit

- This group plays a key role scrutinising Statutory policies submitted for approval or for review.
- Flanderwell values parental and community engagement. A DSAT Parental Survey has been launched across all schools, and the outcome of the parental questionnaire forms a discussion for the local board for local action. At every LSB meeting, the group ask, “How is the school engaging with parents and the community and what is the impact of this work?”
- The group undertakes this work on behalf of the Full LSB and communicates its findings through a termly report, making recommendations on key decisions. This report is made available on the portal (responsibility of lead SLT member) no less than one week before the Full Local School Board Meeting allocated.

Terms of Reference

- Review the school calendar and evaluate initiatives to engage the school community
- Review the outcomes of any parent surveys
- Review the impact of engaging the local community on the curriculum at Flanderwell
- Make recommendations to the Local School Board.

LSB Self Evaluation Questions

1. What has been the outcome of parent questionnaires?
2. What has been put in place to engage with the community and what has been the impact?
3. What will be in place to engage with the local community further?
4. What is the desired impact of the community work and what impact does it have on the children's education?

Meeting Dates and focus of meeting

	Date	Focus for the meeting
Meeting 1	Report submitted for:	<ul style="list-style-type: none">• Agree the terms of reference• Review outcomes of previous parental questionnaires• Review the yearly calendar and any events taking place• Review any next steps in order to engage the community
Meeting 2	WB Report submitted for	<ul style="list-style-type: none">• Review outcomes of previous parental questionnaires• Review the yearly calendar and any events taking place• Review any next steps in order to engage the community
Meeting 3:	WB Report submitted for	<ul style="list-style-type: none">• Review outcomes of previous parental questionnaires• Review the yearly calendar and any events taking place• Review any next steps in order to engage the community

Members of the Group

Governors	Senior Leaders
Joanne Wass	Adam Cornes