

TERMS OF REFERENCE FOR LOCAL SCHOOL BOARD

FLANDERWELL PRIMARY SCHOOL



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST



2025-26

CURRICULUM, TEACHING, INCLUSION AND ACHIEVEMENT

Remit

To review and feedback to the full LSB on to what extent:

- ✓ Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.
- ✓ Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.
- ✓ Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.
- ✓ Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.
- ✓ Leaders and staff use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.
- ✓ Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended.
- ✓ Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.
- ✓ Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.
- ✓ The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils.
- ✓ Pupils are ready for the next stage of education. They have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce.
- ✓ Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.
- ✓ Pupils achieve well. This will be reflected in their attainment and progress in national tests and examinations, which are above national averages, including for disadvantaged pupils. Any gaps in learning are quickly narrowed.
- ✓ Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum.
- ✓ Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.
- ✓ Leaders take a graduated approach which means pupils' needs are met. Staff receive suitable training and support to implement this approach. Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.
- ✓ Leaders are committed to, and understand, their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school.
- ✓ Leaders identify and support pupils who are known (or previously known) to children's social care, including looked-after and previously looked after children, well. Staff work effectively, including with the virtual school, so that pupils' personal education plans generally improve their learning opportunities and experiences.
- ✓ Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.
- ✓ Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well analysed, quantitative and qualitative data underpins leaders' decisions.
- ✓ Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.

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. How are the foundations of learning secured and built on across school?
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:	16.12.2025	• 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:	25.3.2025	• 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:	30.6.2025	- 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
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Members of the Group

Governors	Senior Leaders
Kevin Johnson	Holly Wain Aime Abrahams Adam Cornes

Flanderwell LSB Group 2 Terms of Reference

ATTENDANCE, BEHAVIOUR AND PERSONAL DEVELOPMENT

Remit

To review and feedback to the full LSB on to what extent:

- ✓ Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils understand.
- ✓ Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.
- ✓ Leaders and staff apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.
- ✓ Leaders and staff ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.
- ✓ Pupils behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.
- ✓ Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.
- ✓ Overall attendance is above national averages or shows an improving trend over time.
- ✓ Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely, well chosen and targeted.
- ✓ Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.
- ✓ Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skilfully.
- ✓ Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example.
- ✓ Leaders' actions to identify and tackle barriers to attendance result in high attendance or rapid and/or notable improvement, both overall and for individuals and groups.
- ✓ The personal development curriculum (Jigsaw alongside the whole curriculum) alongside the wider curriculum offer makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.
- ✓ Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum.
- ✓ Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.
- ✓ Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.
- ✓ The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately.
- ✓ Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others.
- ✓ Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective.

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 implementation of the OPAL 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 (including Attendance, Behaviour and 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 and sensory needs

LSB 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. How successfully is the OPAL curriculum being implemented?
7. 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?
8. How successfully do leaders build an inclusive environment in which children's characters as well as academic achievement are developed?
9. Are children given sufficient opportunity to make a positive contribution to school life?
10. 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:	16.12.2025	• 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:	25.3.2025	• 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	30.6.2025	• 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 Jo Thorpe

Flanderwell LSB Group 3 Terms of Reference

SAFEGUARDING AND HEALTH AND SAFETY

Remit

To review and feedback to the full LSB on to what extent:

- ✓ Leaders have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed.
- ✓ Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support.
- ✓ All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently.
- ✓ Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse).
- ✓ Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the 'Prevent' duty.
- ✓ The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review.
- ✓ Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults.

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.
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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	16.12.2025	• 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	25.3.2025	• 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:	30.6.2025	• Update on Caseload and Safeguarding practices • Are children supported to keep themselves safe within the community and particularly when moving to secondary school
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Members of the Group

Governors	Senior Leaders
Natalie Harvey	Adam Cornes Karen Sheriff

Flanderwell LSB Group 4 Terms of Reference

VALUES AND COMMUNITY

Remit

To review and feedback to the full LSB on to what extent:

- ✓ Leaders ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context
- ✓ Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.
- ✓ Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge.

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
- Review the community understanding of the school's approach to anti bullying
- Review the community understanding of the school's approach to being a Rights Respecting School
- 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?
- What has been put in place to support the community to know the schools approach to implementing the vision?
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	16.12.2025	• 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	25.3.2025	• 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:	30.6.2025	• 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
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Members of the Group

Governors	Senior Leaders
Joanne Wass Nevine Towers	Adam Cornes