



TERMS OF REFERENCE

for

LOCAL GOVERNING BODIES

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THRIVE

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Terms of Reference for Local Governing Bodies

Introduction

1. The Local Governing Body (LGB) is a committee of the Board of Thrive Co-operative Learning Trust (Thrive). The Board of Trustees delegates the running of each school to the LGB as specified in the Scheme of Delegation. The role of a Local Governing Body within a Multi Academy Trust is different from the role of a Governing Body in a maintained school or a stand-alone Academy. The MAT can delegate decision making power to the LGB but regardless of the level of that delegation, the MAT cannot delegate accountability for decisions taken, as the Trust Board is the ultimate accountable body for all schools in the Trust. Local Governing Bodies play a crucial role in assisting the Trustees in meeting the demands of this accountability, by providing focused governance at local school level, most particularly in representing the views of the school's stakeholders, including pupils, parents, staff and the local community.
2. At Thrive local Governors will have particular responsibility for evaluating and reporting on the 'Quality of Education' provided by the school (see Ofsted Framework for Inspection, September 2019). This will include for example monitoring curriculum provision, wider extra-curricular opportunities, behaviour and attitudes of pupils, safeguarding arrangements at the school and pupil, parent and staff voice. In Thrive Trustees delegate to the CEO and central school support team responsibility for monitoring finance and budget, staffing and personnel, quality of teaching and learning, Headteacher and staff appraisal and pupil outcomes and progress. It is the responsibility of the CEO and central team to ensure Governors receive the information they need on these areas to enable them to know and understand the school across all aspects of its performance.
3. The LGB, in carrying out its role, must promote high standards and aim to ensure that pupils are attending a successful school, which provides them with an excellent education and supports their well-being. The LGB is responsible to the Board of Trustees for its actions and must follow expectations as directed by the Trustees. The LGB should ensure that its Governors promote and uphold high standards of conduct, probity and ethics and are competent and responsible in their pursuit of best practice in governance.

Co-operative Values

4. As the Governors of a Co-operative School, the LGB has a responsibility to uphold and promote Co-operative values in its workings and ensure that the values are promoted throughout the academy. These values are;
 - Self-help
 - Self-responsibility
 - Democracy
 - Equality
 - Equity
 - Solidarity

These Co-operative values are underpinned by the ethical values;

- Honesty
- Openness
- Social responsibility
- Caring for others

We will follow the Framework for Ethical Leadership in Education as outlined in the NGA guidance.

Clerking

5. The Board of Trustees has appointed the North Yorkshire County Council (NYCC) School Governance Advisory Team to provide clerking services only to the Trust. The NYCC service will appoint a named clerk to each Local Governing Body and this clerk will attend, minute and provide advice if required at all LGB meetings.

Membership of the Local Governing Body

6. The total membership of the Local Governing Body (LGB) should be no less than 8 and no more than 10 members. This will be made up as follows:
 - 2 Parent Governor
 - 1 Staff Governor
 - The School Headteacher/Head of School
 - 4 -6 Co-opted Governors

Note:

- **Parent Governor** - a parent (or carer with parental responsibility for a registered pupil) at the time of their nomination (or as a result of a parental election if there are more nominations than vacancies). Parent Governors are able to complete their term of office, even if their child leaves the school. If a role is advertised and there are insufficient nominations to cover the LGB vacancies, Governors can approach a parent or carer direct, including parents or carers of school age children not necessarily at the school, to enquire if they are interested in the role. In this instance, Governors would consider this nomination based on skill set and an election at the LGB meeting would take place.
- **Staff Governor** - a member of staff at the time of their nomination (or election by staff if there is more than one nomination); their term will end if they leave the school.
- **Headteacher** - the Headteacher shall be treated as an ex officio Governor. They do not serve a fixed term as the post is fixed to the role. Their time as Governor will end if they move on from the role.
- **Co-opted Governors** - are nominated for the role, based on the skillset they hold and the strengths they can offer to the LGB. They are elected by Governors and ratified by the Trustees, to sit a four year term.
- **Associate Governors** - may be recruited for their specialist expertise. They do not have voting rights and are recruited for a fixed term, initially of no more than one year (this should be confirmed at the point they are elected.) Associate Governors are in addition to the 8-10 Governors on the LGB and can be Staff/Thrive employees.

When electing and appointing parent and staff Governors, Local Governing Bodies will follow the Central Team's guidance on conducting these elections.

Recruiting and Appointing Governors

7. Thrive will support the recruitment of co-opted Governors, working together with the LGB. When a vacancy for a Co-opted Governor occurs, we will follow the Governance Application Process set out by the Trust. The Chair/Head will inform the Senior Executive Assistant who will work together with the Chair of Governors to ensure the LGB can fill the vacancy as quickly as possible.

In the interests of safeguarding, all governance appointments are subject to:

- Application Forms
 - Non-parent Governors application form sent by, and returned to Senior Executive Assistant

- Parent Governors nomination forms and seconder forms received by school and shared with Senior Executive Assistant
 - Application reviewed for;
 - Non-parent Governors reviewed by LGB Chair, EHT / HT / HoS (as appropriate)
 - Parent Governors by LGB Chair and EHT / HT
 - Interview held for;
 - Non-parent Governors carried out by LGB Chair, EHT / HT / HoS (as appropriate)
 - Parent Governors election process and recorded conversation with LGB Chair and feedback to Senior Executive Assistant
 - References Requested by Senior Executive Assistant (for Parent Governors nomination forms will suffice)
 - DBS and Barred List safeguarding checks for Governors carried out and checked by school staff and Senior Executive Assistant informed - NB: Prior to satisfactory DBS and Barred List return and recording - Governors can attend meetings only as an observer i.e. no decision-making authority
 - Appointment verified by letter from Senior Executive Assistant
 - Induction including Safeguarding Level 1 coordinated by Senior Executive Assistant (Level 1 safeguarding training must be completed within a month of appointment)
8. The appointment of all categories of Governor must be ratified by the Board of Trustees. Provided that the balance of skills within the LGB is maintained and all other conditions of appointment as a Governor are fulfilled, the general expectation would be that proposed Governor appointments would be ratified by Trustees. In order to ensure there is no unnecessary delay, the Board of Trustees has delegated the responsibility for ratifying appointments of Co-opted Governors to the Chair and Vice Chair of Thrive Board, where necessary.
 9. The term of office of all Governors will be 4 years, unless a Governor becomes ineligible or resigns. A co-opted Governor may be re-appointed at the end of their term. With the exception of the Headteacher, all Governors must be re-elected. The Board of Trustees must ratify all appointments.
 10. All Governors must have an Enhanced DBS certificate, carried out by the school. A copy of the certificate should be retained by the school and each school should enter its Governors on its Single Central Record. All Governors will also be expected to sign up to the Code of Conduct of the LGB annually.
 11. Declarations of interest forms (pecuniary and non-pecuniary) must be completed annually by all Governors and all Governors must confirm they are happy for this to be shared on the website and Edubase or Getting Information About Schools (GIAS) system when available. This process will be led by the Senior Executive Assistant.

Role of Chair and Vice Chair of Governors

12. Local Governors must elect a Chair and Vice Chair of the Local Governing Body at the start of each academic year. The term of office for Chair and Vice Chair is one year, although a Governor may be reappointed as Chair or Vice-Chair. The process of election of the Chair and Vice Chair will be managed each year by the Trust appointed clerk.
13. The Board of Trustees will be informed of the appointment of the Chair and Vice-Chair of each Local Governing Body. The Trust Board reserves the right to remove the Chair or Vice Chair from office if they fail in their duties of responsibility to their LGB or fail to uphold the standards and expectations of Thrive. Staff Governors are not eligible for the position of Chair or Vice-Chair.
14. The role of the Chair of Governors, supported by the Vice Chair is to be responsible for ensuring the effective functioning of the Local Governing Body, setting the highest of expectations for

professional standards of governance. This includes:

- Ensuring all Governors understand what is expected of them;
- Ensuring the LGB is focussed on its core functions;
- Ensuring Governors work together as an effective team;
- Leading all meetings effectively and efficiently, ensuring all Governors engage constructively in meetings by contributing their relevant skills and experience;
- Working with the Senior Executive Assistant to ensure that all Governors receive appropriate induction and training as well as continuing to participate actively in ongoing training and development;
- Meeting termly with relevant Thrive staff and the Head teacher to receive information on all aspects of school life that are monitored and quality assured by Thrive staff (finance/budget, teaching and learning standards and pupil outcomes);
- Briefing Governors succinctly and clearly on the information provided by Thrive staff and ensuring all Governors have a thorough understanding and knowledge of this information;
- Working with the Senior Executive Assistant in the conduct of the annual review of LGB performance, including conducting the LGB self-review process and skills audit and putting in place an action plan to address any issues identified; undertaking a Chairs 360 annually.
- Participating actively in the Chairs' Consultation Group, working together with Trustees to ensure that governance across the Trust as a whole, as well as within the individual school is of the highest possible quality.
- Considering the wellbeing of all at the school, including the Headteacher, staff and pupils.

Quorum for Meetings

15. The quorum for meetings of the Local Governing Body is half of all currently appointed governors - subject to a minimum of three Governors in attendance for the meeting to be quorate.

Organisation of Meetings & Agendas

16. The Senior Executive Assistant will coordinate dates of LGB meetings, in consultation with the CFO and the CEO.
17. The Senior Executive Assistant will collate and distribute all papers electronically for meetings, in consultation with Thrive staff. Governors will receive their meeting pack at least 5 working days prior to a meeting. Any items that Chairs and Headteachers wish to put on an LGB agenda in addition to standard agenda items should be notified to the Senior Executive Assistant with any supporting papers forwarded in a timely manner, by the deadline indicated on the Governance Calendar.

Members of the Board of Trustees may also attend meetings as appropriate.

The Local Governing Body will hold 1 meeting per term, apart from the Autumn term where there will be 2 meetings, to the following schedule and agendas.

18. Autumn 1 meeting:

- Pupil Outcomes
- General Update
- Main SIP priorities for the year

Meeting each term:

Part 1 (The main part of the meeting):

Headteacher report to Governors covering:

- Safeguarding and Child Protection
- Voice (Pupil, Parent, Staff each once annually on a termly schedule)
- Premises and Learning Environment
- SEN provision
- Curriculum and extra-curricular provision
- Inclusion (Pupil premium provision, attendance, behaviour and exclusions)

Governors with link responsibilities for the areas the Headteacher is reporting on will add their commentary, give additional views or ask further questions of the Headteacher on these areas. The completed LGB Link Visit Report is expected to be sent to the Senior Executive Assistant at least 1 week prior to the LGB meeting in order for it to be included in the meeting pack.

Governor Link Areas: The meeting may also cover any other areas for which Governors are responsible, even if they are areas the HT will report on in the Meeting. **Chairs may also include any topics for discussion that they consider to be priorities for the school or for which Governors have indicated they wish to seek clarification or information.**

For example, if concerns have been expressed regarding attendance at the previous meeting, Governors may request a brief update on this area at this meeting or the link Governor for Inclusion may make a short visit to the school to check data and may report back on it. The aspects of school life for which Governors are responsible are as outlined in paragraph 2. Links, responsibilities and commitment are described more fully in paragraphs 22-25 and in Appendix 1 below. For all of these link areas, Governors will need to be familiar with the day to day operations of the school so that, as critical friends, they can monitor, support and challenge school staff. They have a shared mission to ensure the school provides an excellent standard of education and strives for outstanding performance in all its activities and outcomes. In a Co-operative MAT, Governors are also responsible for listening to the views of staff, parents, pupils and the community and ensuring that these views are being taken into account. Local Governors are in a position to know and understand the school from a local perspective. They are a very valuable source of information and their responsibilities include ensuring that this information is shared fully and constructively with the school, Trust staff and the Trustees.

19. **Meeting each term**

Part 2: Chair's Briefing to Governors covering:

- Current budget/financial position
- Current pupil outcome predictions/reported end of year outcomes
- Teaching and learning report
- Questions on Trust Board summary report

This is a short update where Governors are only required to note the information provided to ensure they know and understand the school. As indicated in paragraphs 1 and 2 above, challenge and accountability for these areas is the responsibility of Thrive staff and the Trust Board.

Governor Link Areas and Time Needed to be a Governor

20. Governors may have specific areas of responsibility, as indicated in paragraph 2 above and in Appendix 1 below. These Governors will be expected to follow up in between meetings and give feedback on findings to the LGB. All LGBs must have named Governors with responsibility for monitoring SEN and Safeguarding.

21. In order to fulfil their responsibility to monitor and assure quality of provision in all these areas, Governors will need to gather information and question, understand and verify information provided to them by the school. In Appendix 1 we outline potential ways LGBs can organise themselves to carry out this monitoring of the aspects of the school for which they are responsible.

22. Being a Governor can be rewarding and enjoyable, but it also requires commitment and time. Governors are expected to undertake training and spend time completing monitoring, in addition to reading papers and attending meetings each half term.
23. Thrive recognises and values the different skills that all Governors bring to the LGB and also that Governors will have differing capacity in terms of time commitment. It is clearly expected that all Governors will attend the termly meeting. In order that Governors are as familiar as possible with the life of the school, it is hoped that all Governors will support as many school events outside the school day as possible. In addition, it is desirable for Governors to aim to visit the school during the school day at least once every term, as a minimum, virtual meetings are acceptable if you are unable to visit in person. Some Governors may be in a position to visit more frequently and this will be valuable in keeping the LGB informed of the realities of school life. For the LGB to function effectively, it is important that a range of perspectives should be shared so that all Governors have a full and thorough knowledge of all aspects of school life.

The Chair of Governors must ensure that a range of Governors provide a view of the daily functioning of the school.

Disqualification and Attendance at meetings

24. There are always times when it is not possible to attend an LGB meeting. It is important that Governors make a concerted effort to attend as Governors are part of the leadership and management of the school. Any Governor who does not attend a meeting for 6 months (non-consented absence) will be disqualified from holding the post. Governors may also be removed from Office if they do not meet the standards agreed in the NGA Code of Conduct (amended for the LGB). Trustees also reserve the right to remove a Governor at any time.

Ad-hoc Committees

25. There will be no standing sub-committees, although Governors may be required to form a committee for specific short-term purposes such as complaints, disciplinary hearings etc. in accordance with the Scheme of Delegation.

Scheme of Delegation

26. It is the responsibility of the LGB to understand and apply the Thrive Scheme of Delegation. All Governors and in particular, Chairs and Vice Chairs will be issued with a copy of the Scheme of Delegation and should refer to it regularly when planning or preparing for meetings.

Monitoring Local Governing Body Performance

27. The Local Governing Body will carry out a self-evaluation process annually. The Senior Executive Assistant will work with the Chair of each LGB to ensure this process is conducted. Further to the self-review feedback, the Chair and LGB will develop a plan to address any actions identified. The review will include an updated skills audit, current composition and balance of skills of the Governing Body as a whole and will cover effectiveness of meetings, Governor participation in training and any other relevant matters.

Governor Training

28. All Governors will undertake training as appropriate. This training will be provided by the Thrive central team or other providers as appropriate. Membership of the National Governors Association (NGA) for all Governors will be provided centrally as indicated in the governor induction booklet. This will help to ensure that all Governors receive regular and timely updates to keep them informed of

governance issues at a national level. All Governors are required to complete Safeguarding Level 1, GDPR and PREVENT training.

Reservation of Powers

29. The Board of Trustees, having overall accountability for all aspects of Thrive may themselves exercise functions and powers normally delegated to the Local Governing Body under the Scheme of Delegation, in the event of one of the following circumstances occurring:
 - The school is placed in 'special measures' following an Ofsted inspection
 - The school is advised of 'serious weakness' following an Ofsted inspection
 - The Board of Trustees is not satisfied that a school deemed to 'Require Improvement' has demonstrated the necessary capacity to improve.
30. In addition, reservation of powers may be enacted at the discretion of the Board of Trustees if the school is deemed not to be acting in accordance with the Scheme of Delegation or is otherwise not acting in accordance with the ethos and mission of the Yorkshire and the Humber Co-operative Learning Trust.
31. The Local Governing Body should also note that where at the discretion of the Board of Trustees, the school is deemed to be at serious and verifiable risk of being placed in one of the above categories as advised by the Chief Executive Officer, Trustees may as necessary reserve to themselves functions and powers otherwise delegated to the Local Governing Body under the Scheme of Delegation. In such circumstances, or in the circumstances outlined above, Trustees may in addition commission an external review of governance.

Review of the Terms of Reference

32. These Terms of Reference will be reviewed by the Board of Trustees annually, in consultation with Chairs through the Chairs' Consultation Group.

APPENDIX 1 Governor Links and Contact with Schools

Thrive Terms of Reference for LGBs do not stipulate the ways in which LGBs must allocate areas of responsibility or link Governors, other than to determine that each LGB must have two named Governors for the areas of Safeguarding and SEN. LGBs are free to decide whether Governors will share responsibility for one or more areas and also the ways in which contact and visits to the school will be carried out. However, **Chairs must ensure that the way in which the LGB carries out its monitoring responsibilities meets the expectations of the Trust Board and should provide Trustees with a record of how it proposes to do this, as soon as possible after the first meeting each academic year.** In accordance with paragraph 21 above, Chairs must cover all areas listed.

LGBs may have the following link areas:

- SEN (essential)
- Safeguarding (essential)
- Curriculum and extra-curricular opportunities (Subjects taught and clubs etc offered after school)
- Inclusion (Pupil Premium, attendance, behaviour and exclusions)
- Voice (Pupil, parent, staff, local community)
- Premises and quality of the learning environment

If an LGB does not appoint an SEN and a Safeguarding Governor at the first meeting in the Autumn term, the Chair or Vice-Chair must cover this link until such time as SEN and Safeguarding link Governors are appointed.

There are many ways in which link visits can be conducted and it is important that the school is open and transparent in its dealings with Governors. However, Governors should also take into account the pressures of the school day and may have to be flexible and understanding in making arrangements to visit. They must also be careful not to move into areas that are monitored by central Trust staff, such as quality of teaching and learning, data on progress and outcomes and evidence from pupils' work other than what may be out on public display. The purpose of links and visits is for Governors to get to know the school and be able to make judgements and evaluations from their perspective of **the quality of education** being offered to the children. Governors are a very important source of this evidence; careful and perceptive records of contact will be invaluable in allowing the school and its senior leaders to reflect on their practice and provision at the school and will provide Trustees and central Trust staff with a vital closely involved stakeholder's view of the school.

Governors who have visited the school or met with staff, parents or pupils for the purpose of evaluating their link responsibility, should write a report on the Governor Link Visit/ Contact form. This is a simple and brief form and it is not necessary to go into great detail. It is a record that contact has taken place and a brief record of impressions gained and any agreed actions. The form will be included in the following LGB papers and the Governor concerned should expect to add verbal comments at the meeting, which can then be included in minutes of the meeting if relevant. These then form important evidence of the ways in which we are monitoring specific and crucial areas as well as a record that actions are being taken to address any concerns.

Many Thrive schools have now adopted a 'Governor Day' model of carrying out link visits. If LGBs wish to use this method, it would generally operate as follows:

- The 'day' takes place generally once a term (and is in fact often a morning)
- The programme and objectives for the day are set in advance and should be agreed between the Chair of Governors and the Headteacher or Head of School
- As many Governors as possible will attend each Governors' Day. We would hope that all Governors would be able to attend at least one such day per year. Our experience is that employers are usually sympathetic to time needed for carrying out Governor duties. Thrive can support Governors in their requests for time off if this is helpful.

- The programme would usually include the possibility for Governors to meet informally with parents, pupils and staff. Meeting parents, particularly in primary schools will often be at the start of the day and schools have found that offering parents the opportunity to stay and 'chat' over a cup of tea with Governors works very effectively! This can give an invaluable opportunity to form a view as to whether outcomes reported via voice surveys are confirmed by impressions gained on visits.
- Time should be allocated for Governors with specific responsibility/link areas to visit those areas, speak to relevant people and to gather evidence for their report.
- Following the event, Governors will write up their impressions for inclusion in the following LGB. It is important to note that this is inevitably a 'snapshot' of the school in operation, but our experience has been that this view is at a minimum very helpful and usually gives an accurate picture of the school. Even where impressions are perhaps disproportionately weighted by minority views, the overall view formed by Governors and the school's perspective on this allows for very useful discussions.
- NOTE: It may be that some Governors are unable to attend all three termly Governors' events. If that is the case, it will be necessary for the Chair and Vice-Chair to ensure that all areas are covered, perhaps by re-allocating link areas for a specific Governors' Day or by sharing areas around all Governors present.

APPENDIX 1A

Sample Governor Questions

Below are sample governor questions to aid you in your meetings with school leaders. This is not an exhaustive list and does not replace any other questions you may have.

Behaviour

- What is the overall picture of behaviour in this school – how does it compare with other schools?
- Are staff clear about the school's behaviour policy and the extent of their disciplinary authority/powers?
- What impact does the behaviour policy have on classroom practice – how do you know?
- How do you assess/monitor pupils' attitudes to learning?
- What measures are in place to deal with persistent poor behaviour? E.g. systems to identify and address the needs of pupils who continuously display disruptive behaviour.
- How many pupils have been excluded (fixed term and permanently) in the last term/year/three years?
- How many managed moves have taken place this term/year?
- How do you deal with cyber bullying?
- What steps have you taken to inform/educate parents about the potential pitfalls of social media, for example, cyber-bullying, 'grooming' and 'unfriending'?

Curriculum

- What is our curriculum rationale?
- How do we ensure our pupils receive a broad and balanced education?
- How do we know that the curriculum meets the particular needs of each of our pupils?
- How do we ensure there is an appropriate balance in terms of subjects?
- How do we ensure students gain the skills they need (as well as the knowledge) and develop appropriate attitudes to enable them to flourish in and outside of school?
- How do we ensure that every colleague/every team plays their part?
- How do you ensure that the curriculum across the school promotes the ethos of the school, the pupils' spiritual, moral, social and cultural development?
- What do internal assessments by staff tell us and parents? I.e. is it just pupils' progress through the curriculum? Or does it tell us about the skills, values, and personal qualities they've developed? How does it help parents support their child's learning?
- How could the curriculum be made more exciting/stand out more?
- Have you asked the pupils what they want from the curriculum? And what did they say?
- What do other local schools offer in their curriculum which is different from ours?
- How does the school use partnerships with other schools/businesses/the local community to enhance the curriculum?
- Have you developed links with the primary/secondary school(s) and FE /tertiary institutions?
- How are staff encouraged to be more innovative about the teaching of the curriculum?
- Is there sufficient lesson differentiation to provide for students of all abilities?
- How are you encouraging different key stage staff to collaborate and inter-department collaboration?
- How do you know that our assessment systems are robust and accurately measure pupils' progress?
- Do you meet with other schools to moderate assessment levels – e.g. those which use the same assessment system?
- What information do you hold about the destinations of our pupils when they leave this school? What use do you make of this information?
- What proportion of the week do pupils spend on the National Curriculum? Is this too much? Too little? Or about right?

Primary schools only:

- Are we meeting the requirements for computing, as part of the new National Curriculum? Have our staff received training on how to deliver the new programmes of study?

Qualifications:

- Do we offer a broad range of qualifications?
- What influences our decision about which qualifications to offer? (e.g. government policy, performance tables, pupils' needs, staffing, resources) Is this the right balance?
- What guidance is available to pupils about which qualifications they should take? Is this impartial and in the best interests of pupils?
- Do we understand how the delegated budget received from the local authority or the General Annual Grant from the Education Funding Agency has been calculated?
- Are we clear what items of expenditure this budget is meant to cover?

Finance:

- Are we making efficient use of all our financial resources?
- Are there areas in which we could obtain better value for money from our budget?
- Are we under or over spending in any areas of the budget? Why is this?
- Do we have a deficit and do we have a clear plan for eliminating it?
- Do we have any reserves and do we have a clear plan in relation to spending them?
- Has the Trust/our business manager produced budget forecasts for the next 3 years?
- Have we considered all avenues of income generation?
- Does the school have the necessary skills in the staff team to manage finance and procurement well?

Primary schools only:

- Can we identify how much funding is allocated to the school for the sports premium?
- How have we spent our sports premium funding?
- What impact has this spending had on pupils' achievement in PE?
- Will our spending ensure a long term impact for pupils, beyond that of the funding itself?

Progress

- How does attainment at this school compare to national averages and the government's floor standards?
- What, if any, impact does the context of our school have on pupils' attainment?
- How is the school performing in English and maths?
- How do children in our school progress compared with expectations?
- How does the school's performance compare to those for other similar schools?
- Which groups of pupils in terms of gender and ethnicity are the highest and lowest performing?
- How are FSM (ever-six Free School Meal), SEN and EAL students progressing compared with other students in this school, and compared with FSM students in other schools?
- How are low, middle and high ability children progressing and attaining?
- Which subjects are highest and lowest performing?
- Do we know how these results have been changing over the past three years: are we improving or not?
- How do we know that the information we have about our school is robust and accurate?
- Why is progress in some subjects or year groups better than others in the school?
- What is being done to raise performance specifically in those areas which are under-achieving?
- Why are some groups of pupils (as identified above: by gender, ethnicity, EAL, socio-economic status, ability) progressing less well than in other schools? What is being done to raise performance for those children?
- Why are some groups of pupils progressing less well than others in the school and what is being done to close this gap?
- For pupils with Education, Health and Care (EHC) plans, are we meeting all of the requirements on their EHC?
- How much progress are pupils with e.g. SEN, EAL, FSM making in relation to:
 - The expected level?
 - The national average
 - The school average?
 - Equivalent schools?

- What is the attainment for pupils with e.g. SEN, EAL, FSM in our school in comparison to:
 - The expected level?
 - The national average
 - The school average?
 - Equivalent schools?
- How do we set individual targets for pupils and how do you know the targets are ambitious enough?
- What is being done to help the individual pupils that aren't meeting their targets?
- What is the impact of that and how do you know?
- Is low attendance having an impact on pupil outcomes?
- What is being done to improve attendance and is it having an effect?
- How do we prepare children for the next stage of their education?

Pupil Premium

- Can we identify how much money is allocated to the school for the Pupil Premium?
- Can we identify the Pupil Premium funding separately to any other funding for disadvantaged pupils?
- Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
- Do the actions noted for improving outcomes for Pupil Premium pupils give details of how the resources are to be allocated and give an overview of the actions to be taken?
- Are staff aware of which pupils are Pupil Premium children and the possible support and expected intervention? Have all staff received the training they need to effectively support disadvantaged children?
- What processes have you put in place to evaluate whether the intervention strategies are working?
- Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Can the school see clearly whether the gap in the performance of eligible pupils and other pupils is closing?
- On the school website, how good is the account of PP spending?
- Do the school's systems enable you to have a clear picture about the progress and attainment of pupils who are eligible for the Pupil Premium in all year groups across the school, not just those at the end of key stages?
- Are there gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, and if so, are eligible pupils making accelerated progress – to allow the gaps to close?
- Are you tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?
- How do you promote awareness of FSM eligibility to encourage all eligible pupils to claim?
- Are we meeting the statutory requirements on publishing information?

Parents

- Do we ensure that parents are made aware of any changes taken place in school?
- When and how were parents last asked for their views about the school?
- What did the results show?
What action was taken as a result?
- How does the school development plan take account of parents' views?
- How are parents informed about their child's behaviour (bad/good) and what methods are used to engage them (parents)?

Staffing

- What percentage of teaching is outstanding/good/requires improvement/inadequate?
- Do you have a programme of staff development for succession planning to ensure the school has a good supply of middle and senior leaders?
- What is staff absence/sickness like in reference to similar schools?
- Is staff voice being carried out? What is being asked and what has been the response?
- How much money is being spent on the full variety of CPD activities? Do we need to increase this?
- How much time is allocated for staff to engage in professional learning? Is time allocated for all staff, including non-teaching staff?
- Do CPD activities have specific outcomes, including where possible pupil outcomes, associated with them? Is the impact of each activity being evaluated upon these outcomes?

- What is the programme of CPD activities for the year? How long is each CPD focus being sustained for – are these one off activities or long-term approaches?
- Is the school building on the expertise and skills of its own staff, and how is the school working with other schools, including Teaching School Alliances?
- Is every member of staff (including non-teaching staff) being proactively supported in their career development?
- Does every member of staff feel supported and constructively challenged? Do they feel trusted and valued?
- How are school leaders ensuring that top-down quality assurance processes aren't hindering a culture of professional learning?

School Values

- When did we last review our ethos/values statement?
- Are the school's values reflected in its development plans?
- How do we publicise our values (e.g. are they on our website)?
- How do staff and governors promote the school's values in their conduct?
- Do students know what the school's values are?
- How do we ensure that students leave our school equipped for the next stage of life?
- Does the school curriculum reflect and develop our stated values?
- How do staff embed the school's values into their teaching?

Health and Safety

- Do we meet the statutory health and safety requirements?
- How does the school ensure it keeps up to date with relevant health and safety regulations and guidance?
- How often are safety inspections carried out and are the outcomes reported to the governing body.
- Are the school's procedures for dealing with a breach or incident clear?
- Are staff clear about the procedures for dealing with health and safety emergencies?
- How are child protection issues monitored?
- Are staff aware of the procedure that needs to be followed when they have concerns about child protection?

Have staff and governors received appropriate child protection/safeguarding training?

Do we run e-safety awareness training for staff, governors, pupils and parents?~

Have we ensured we have sought information to identify any members of staff who may be disqualified under the new disqualification criteria in early years?

APPENDIX 2 Google Drive and Electronic Communication

Thrive provides all papers for meetings and general information in all matters relevant to Governance, both at LGB and Trust Board level via Google Drive. This is better for the environment, reduces costs and provides a safe and secure way to communicate. Full training will be provided for Governors in the use of Google Drive and frequent refresher courses will also be offered. In addition, any Governor who encounters any difficulty can contact the Senior Executive Assistant, who will either resolve the difficulty herself or will ensure that Thrive IT team are informed and resolve the issue as soon as they can. Governors will be provided with a Guide to using Google Drive.

The Trust has to ensure that the most efficient and confidential methods of communicating are used by staff, Governors and Trustees, but recognises that some Governors may well be less experienced in the use of electronic devices and web based means of communication. Governors should never be afraid to ask for help and support. If an individual Governor feels they would benefit from one to one support, that can be arranged. It is important that Governors should feel confident and at ease with the technology. In addition, if Governors need support with equipment to enable them to access papers, Thrive will do its best to help in individual cases, potentially with the loan of a suitable device. In addition, devices such as Chromebooks will always be available in school should Governors who access Drive on home computers wish to borrow a device for the meeting.

Where Governors wish to have a 'hard' copy of the papers prior to the meeting, they need to communicate directly with the school, who will make arrangements for the papers to be printed off and made available. It is helpful to the school if Governors can keep this to a minimum and where possible if they have requested printed papers, to make arrangements to collect these from the school, as schools will have to carry the cost of staff time, paper and postage.

All Governors will be notified via email when electronic papers are available in Google Drive and any other communications regarding meetings and events will also be via email. For this purpose, Governors will be issued with a Thrive email address (name@thrivetrust.uk) and only this email address will be used. For reasons of confidentiality Thrive cannot use a Governor's personal email address. Again, if any Governor needs support in accessing two different email accounts this can be given. It is easy to set up two email accounts on smart phones should Governors be using such a device and Thrive IT staff can assist any Governor in setting this up, if they wish.