LOCAL GOVERNING BODY
TERMS OF REFERENCE 2024-25

1. The Local Governing Body (LGB) has been established to assist with the good governance of the Academy which is Leybourne Ss Peter and Paul Church of England Primary School and for this it is accountable to the Trustees of the Tenax Schools Trust. It operates in accordance with the Trust's Articles of Association and the associated Tenax Governance Plan, as a committee established by the Trustees, to whom they delegate certain functions of the Trustees of the Trust.

2. The LGB shall have a minimum of 5 members appointed by the Trust, one staff member, two elected parent members and the Headteacher. This composition may be varied in cases where a separate Memorandum of Understanding or Deed of Agreement is in place and in these circumstances the Tenax Trust may appoint additional local governors to ensure a working majority is in place if necessary for the proper discharge of its accountabilities.

3. Members of the School Leadership Team may be invited to attend meetings by agreement, including deputising for the Headteacher where required.

4. The LGB shall meet at least 3 times a year (normally 6 times a year during the first year of opening or if the school is rated as less than Good by Ofsted), and in any urgent circumstances, and its proceedings shall be recorded and reported to the Trust at the earliest convenient time and in any case at the next full meeting of the Trust Board, or Education Committee, if sooner.

5. The quorum for a meeting of the LGB, and any vote on any matter thereat, shall be any three of the members of the LGB, or, where greater, any one third (rounded up to a whole number) of the total number of members of the LGB at the date of the meeting.

6. If the Chair, having consulted with members of the LGB, determines, the LGB may meet virtually. It may also conduct decisions by email, provided that any such decisions are minuted at the next meeting of the LGB.

Responsibilities of the LGB

7. The responsibilities of the LGB are set out in the Tenax Governance Plan as follows. The Responsibilities listed are intended to be discharged within limits of the non-executive role Governors have for challenge and seeking assurance from the school and headteacher in the interest of continuous improvement.

   a. **Quality of Education**
      i. Approving a school improvement plan, produced at the start of each school year, which should have been prepared according to the Trust's guidance
      ii. Assuring that the curriculum and its planning are fit for purpose, fully compliant with external and Trust requirements and enable pupils to flourish and maximise their potential
      iii. Evaluating pupils' achievement in the curriculum agreed for them, taking into account both the achievement of all pupils and that of identified pupil groups and in each year group (not just end of key stage), and challenging the headteacher where necessary (including the use of Pupil Premium and PE/Sport Premium income and their impact); acknowledging and celebrating significant improvement and strong performance.
      iv. Assuring that evidence-based staff professional development is planned and delivered for all staff; that Early Career Teachers are enrolled in the Trust TSH ECT programme; and that there is strong participation by teaching staff in the Trust's TSH NPQ programmes.

v. Supporting the Headteacher and holding the Headteacher to account for developing the quality of teaching in the light of the professional development provided to staff; celebrating strong teaching or significantly improved teaching and its impact

vi. Monitoring behaviour, suspension, exclusions, attendance and punctuality, and assuring that patterns are promptly identified by the school and appropriate interventions are put in place and monitored

vii. Monitoring Safeguarding in the school to hold the school to account for maintaining high standards of compliance and best practice; this will include undertaking a governor safeguarding visit according to Trust templates at least annually

viii. Monitoring the achievement of pupils with SEND and who are disadvantaged to assure that they achieve as well as other students

b. Distinctive ethos and character

i. Monitoring the character and quality of religious education to assure that it meets the requirements, denominational or not, of the school's ethos and character. Where the school is denominational, monitor the impact of the school's theologically Christian vision in enabling pupils and adults to flourish, treat each other well and create an active culture of justice and responsibility

ii. Monitoring the character, content and quality of assemblies or collective worship to assure that they meet the requirements, denominational or not, of the school's character

iii. Assuring that the relationships and health education (primary) or relationships, and sex and health education (secondary), teaching of British Values and Spiritual, Moral, Social and Cultural provision of the school meet appropriate requirements and are of a good standard

iv. Where there are established local relationships in place, for example with a local church, assuring that these are appropriate to the school's character and are nurtured and maintained in the interests of the pupils the school serves

v. Holding the school to account for the quality of the programme of personal development, extra-curricular provision, and for levels of pupil participation in opportunities offered, including by disadvantaged students, monitoring that programme and challenging the headteacher where necessary to improve it further; responsibility for the approval of residential and overseas visits.

c. Maintenance of good communication with and the confidence of parents and the wider local community

i. Holding the school to account for the quality of external communication about the school to parents and the wider public, including the school website

ii. Monitoring communication with parents, both pupil-specific and general, and assuring it is regular, clear, helpful and positive and helps parents engage with the school and their child's education.

iii. Assuring that opportunities to project or represent the school at local, regional or national level are taken

iv. Assuring that for the purposes of pupil recruitment the school publicises itself well and attracts good numbers of applicants – the aim should be for every school to be oversubscribed

v. Assuring that the representation of the school to its community reflects the Trust's guidance and policies

d. Policies
In addition to the three main areas of LGB responsibility, the LGB will:
i. Assure that the school has adopted the latest Level 1 Trust-wide policies

ii. Assure that Level 2 policies are completed and approved by the Headteacher

iii. Assure that any Level 3 policies are developed and approved

8. The Committee shall not act beyond the powers delegated to it by the Trust and shall, in the case of any serious matter of concern relating to its remit, report to and seek advice from the Trust Board.

Annexe
Useful questions for LGB members to consider

This non-exhaustive set of questions is intended to provide support for LGB members and to help ensure that questions covering the range of areas that LGBs should be interested in are asked. It would not be expected that all questions are appropriate for all meetings. However, across a cycle of meetings in a school year, it is important to check that these, and other, questions are being addressed in the discussions that take place. These questions should be read in conjunction with the remit for LGBs set out above.

1. Is the school's curriculum well-designed, of reliable quality and sufficiently ambitious for all pupils? How can we be sure that this is the case?
2. What are the specific curricula that the school has designed or adopted for each subject?
3. How sure are we that these curricula are being taught to pupils with fidelity to the planned curriculum?
4. Is each subject led by a teacher who is confident and knowledgeable, and does that teacher have the time to monitor how well the curriculum is being taught, and help teachers of the subject become more effective?
5. Is there a well-judged and evidence based professional development programme for the whole school?
6. Are teachers who are ECTs enrolled onto the Trust's ECT programme?
7. Are we clear on levels of participation by teachers in the Trust's NPQ programmes, and challenging the headteacher about this where there does not seem to be strong participation?
8. How strong do the published performance data at the school look?
9. Are behaviour and attendance good or improving? Actual attendance data should be shared to support this.
10. How strong does the extra-curricular programme seem? Are we sure there are good participation levels, including among disadvantaged pupils?
11. Is the RSHE programme in place and what scheme exactly is being followed? Is it compliant with the statutory guidance? Is the policy published on the school's website and has that policy been consulted on with parents? Is it clear to parents whether and how they have a right of withdrawal?
12. Has the governor safeguarding visit been done?
13. Has an external review of safeguarding taken place, eg by the LA? Are we aware of its outcomes, and how is the school addressing any areas for action?
14. Is the school website smart, professional, up to date and accessible? If there are concerns, are they being addressed?
15. What are parents saying about the school? Has there been a parent survey? What did it say and what is the school doing about it?
16. What are the likely inspection outcomes for each school, and, where there are concerns about inspection outcomes, how are they being addressed?
17. Does each school have an appropriate team of teachers to provide a good quality of education? Do we as an LGB understand who the key postholders are in the school?

18. How are teachers feeling about their work? Has there been a staff survey, do we know the outcomes, and how are any issues being addressed?
19. How strong is the school's ethos? How good are external relationships in the community, eg with the local church?