LOCAL ADVISORY BOARD
CODE OF CONDUCT FOR LAB members

The Local Advisory Boards (LAB) acts as an informal committee of the Trust Board. The LAB members are appointed by the Trust Board and carry out their function in relation to their respective school/academy on behalf of the Trust Board and in accordance with the policies determined by the Trust Board.

The LABs are established under a Scheme of Delegation. The Scheme of Delegation confirms the role assigned to the LAB and the delegation of any powers from the Trust Board.

The main aim of the Trust Board is to raise the educational achievement of all students/pupils within its community. The LAB will contribute most effectively to the Trust's aim by focusing on four key areas:

- To provide a strategic view of where the school/academy is heading.
- To act as a critical friend by providing support and advice to the school/academy.
- To hold the school/academy to account for the educational standards it achieves and the quality of the education it provides.
- To support, demonstrate and actively promote the Trust's vision and values – Respect, Responsibility and Resilience and 'Be The Best You Can Be'.

This Code
This Code sets out the expectations of and commitment required from members of the LAB in order for the LAB to properly carry out its role in accordance with the Scheme of Delegation.

Appointment to the LAB means each member agrees to act in accordance with the Scheme of Delegation and this Code of Conduct. In the event of a conflict between the Scheme of Delegation and this Code, the Scheme of Delegation will take priority.

The seven principles of public life
Members of the LAB should fulfil their duties in line with the seven principles of public life: -

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or
take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

<u>Honesty</u> – Holders of public office should be truthful.

<u>Leadership</u> – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

General

All LAB members have equal status.

LAB members have a general duty to act fairly and without prejudice at all times.

LAB members should fulfil all reasonable expectations of a good employer, having the staff's best interest in all recommendations they make to the Trust Board.

LAB members should consider carefully how their own decision might affect other schools within the Trust community and beyond.

LAB members should encourage open government and should be seen to do so.

LAB members do not act alone but as members of a corporate team and show collective responsibility for all decisions made by the LAB or Trust Board.

Confidentiality

Each LAB member acknowledges that all the LAB paperwork, together with any other associated paperwork, is provided to them to inform participation in the LAB and consideration of the issues which relate and for no other purpose.

LAB members must not disclose, copy, distribute or otherwise share any information provided to them in their capacity as a LAB member.

If a LAB member resigns or is removed from the LAB, the duty of confidentiality will continue to apply.

Although decisions reached at a LAB meeting are normally made public through the minutes, the discussions on which decisions are based must be regarded as confidential.

LAB members should exercise the highest degree of prudence when discussion of potentially contentious issues arises outside of the meetings.

LAB members should not liaise with the media unless specifically asked to do so by the Chair of the Trust Board.

LAB members should not engage with or initiate social media commentary that is critical of (or could be detrimental to) any aspect of CET, its schools, academies or any person connected to these organisations.

Confidential information must be held securely. CET use Microsoft TEAMs to share documents for LAB meetings. Hard copies must be disposed of confidentially – your school/academy have facilities to support this.

Commitment
Being a LAB member involves a significant amount of time and energy.

All LAB members should involve themselves actively in the work of the LAB, and where necessary Trust Board, and accept a fair share of the responsibilities, including service on committees as necessary.

Regular attendance at meetings is essential.

Role and Responsibilities
Each LAB member understands the purpose of the LAB and its role and accepts that: -
- LAB members have no authority to act individually, except when the LAB has given a member delegated authority to do so. Members will therefore only speak on behalf of the LAB when specifically authorised to do so.
- LAB members have collective responsibility for all decisions made by the LAB. This means that members will not speak against majority decisions outside any meeting.
- LAB members have a duty to act fairly and without prejudice.
- LAB members must strive to operate as a team in which constructive working relationships are actively promoted.
- LAB members must strive to develop effective working relationships with the CEO, headteacher, staff, parents and the local community.
- LAB members have a responsibility to maintain and develop the ethos and reputation of the school/academy. Their actions both as members of the LAB and within the local community should reflect this.

Conduct
LAB members should express their views openly within meetings but accept collective responsibility for all decisions made.

All visits to the school/academy should be undertaken within the framework which has been established by the LAB and agreed by the Trust Board – see Appendix 1.

Before responding to criticism or complaints relating to the school/academy, LAB members must refer to the Chair of the LAB for advice and guidance.

Any pecuniary interest that a LAB member may have in connection with LAB business must be recorded in the register of interests. Where an interest is declared, the LAB member must leave the meeting while the item is under discussion.

All LAB members have equal status and members' conduct must reflect this.

Training and Development
LAB member training and development is important. It benefits the Trust and the individual, and can help to develop effective teamwork. LAB members are encouraged to undertake training to further their individual interests within the LAB.

Mentoring
An experienced LAB member may act as a mentor to new LAB members. They can provide support and a listening ear for all aspects of the work of the LAB. Experienced LAB members should be prepared to act as mentors, as required.

Meetings

LAB members are expected to attend regularly and be punctual.

Where possible, an agenda and relevant documents will be distributed at least seven days before the meeting.

LAB members will work together and not to be stubbornly partisan.

LAB members take collective responsibility for decisions.

Minutes are produced that summarise views succinctly, record decisions accurately and are made available, in draft form, soon after each meeting.

Removal of an LAB member from the LAB

In the event that evidence is available that a LAB member has breached this Code of Conduct, the Trust Board may by majority vote remove the LAB member from the LAB. The LAB member will be notified of the Trust Board's intention to consider that LAB member's removal, specifying the circumstances which the Trust Board considers justify removal and will be given an opportunity of making written representation to the Trust Board. If the Trust Board decides to remove the LAB member, they will be formally notified of their removal from the LAB by letter from the Trust Board.

Name of member: _____ (PRINT)

_____ (SIGN)

Date _____

Appendix 1 – protocols for visiting the school/academy

LAB members do need to have the opportunity to arrange visits to their school/academy in order to see the school/academy in action and to understand how the school works. However, LAB members do not have an automatic right to enter the school/academy.

In order to avoid misunderstandings arising, LAB members are asked to follow this protocol: -

- LAB members are openly welcome at their school/academy; however, any visits must be agreed in advance with the Headteacher. A convenient date and time needs to be agreed prior to any visit.

- LAB members should have a clear focus for their visit i.e. safeguarding audit etc.

- If LAB members are concerned about any aspects of what they have seen in their school/academy this should be discussed with the Headteacher. If the concern is about the Headteacher, the LAB member should raise this with the CEO.

Appendix 2 – LAB Link with School Improvement Plan (SIP)

Best practice for Local Advisory Boards (LAB) is when there is a dedicated 'LAB Link' for each section of the School Improvement Plan (SIP). The Local Advisory Boards need to have a clear understanding of current performance, accurate self-evaluation and need to be able to monitor robustly the strategic plans for improving the quality of teaching and outcomes for all pupils/students.

LABs linked directly to sections of the school's School Improvement Plan (SIP) has many benefits. It enables LABs to gain a real sense of the school in practice, sometimes beyond the limitations of the normal LAB meetings. It enables LABs to 'test out' what is being presented to them in formal meetings with what is actually happening in the day-to-day life of the school. Above all, it enables other staff to connect with LABs and share their views on many aspects of school life; this knowledge will empower LABs to ask questions that are more pertinent to senior leaders in LAB meetings. This is crucial to the role of the LAB in providing both support and challenge to leaders in their school.

School staff should provide LABs with information that enables them to fulfil this role. This could include:
- A summary of the previous year's achievement from the Inspection Data Summary Report (IDSR)
- Tracking data on current students (in all aspects of school life i.e. outcomes, behaviour, attendance etc.)
- IDSR
- Targets – *progress and attainment*
- Self-Evaluation Form (SEF) for the school or a department / area of responsibility
- School Improvement Plans i.e. department, cohort etc. as necessary
- Information on the 'typicality' and effectiveness of teaching across the school

Being a 'LAB Link' could include:
- Scheduled meetings with the Headteacher or member of the Senior Leadership Team (SLT) / School Leader
- Joining a 'Learning Walk' in the school/academy
- Speaking to a group of students about the school (note: LABs need to ensure they are DBS checked and have received the appropriate safeguarding training if this activity is to be conducted alone. (Questions should be agreed in advance with the Headteacher).
- Visiting school activities, such as an exhibition, a visiting speaker, event etc.

Meetings with School Leaders

Ideally, meetings with a School Leader should follow an agreed protocol. This ensures transparency, consistency and ensures the meetings are seen as constructive and do not hinder the work of the department. These meetings should be calendared in advance and have a shared agenda.

The timing of the meeting is obviously dependent on availability of both the Link LAB and the School Leader. There are benefits for holding the meeting in school time (able to observe other staff and students) and for holding the meeting after school (not so much pressure on time). Perhaps a combination is ideal. Cancelling the meeting should be a very last resort, especially at the last minute. The School Leader would have prepared for the meeting

(hopefully!) and may be a little apprehensive; above all, you need to ensure the status of the meeting and importance you place on the School Leader is not undermined.

Whereas there are no formal minutes required for these meetings, it would be good practice to keep a running log of each meeting and a summary of the actions that were agreed at the meeting. This would be a good piece of evidence for you to have available to OFSTED Inspectors to show how you are actively engaged within the school.

Types of Questions

The meeting should ideally be a combination of formal and informal questions. To just have 'soft' questions – "How are you?", "How are things going?" etc., would not enable you to get to the key issues within the school. Likewise, just 'hard' questions may be interpreted by the School Leader as over-challenging, intimidating or perhaps undermining their leadership.

Outcomes for Pupils
This is linked to the *attainment* that students make (examination grades / test scores) and the *progress* that students make (the relative levels of improvement from their starting points).

As a LAB you should aim to:

- Review previous performance
- Review current performance
- Establish where there is underperformance and what is being done to address this

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<u>Secondary (KS4)</u>

Previous Performance

Context
What is the prior attainment of the year group compared to National Average?
What percentage of students are disadvantaged compared to the national average?
Are there any differences between the prior attainment of boys and girls, disadvantaged and non-disadvantaged?
Were there any attendance issues which impacted on achievement?

Progress
What is overall progress like?
Which of the four areas is progress strongest (English, maths, EBacc, Open)?
In which area is progress weakest? Why was this? Did any subjects underperform and contribute to weak progress?
Where there any students who had a very negative impact on progress (outliers)?
Is progress on an upwards trajectory?

English and maths thresholds
What percentage of students achieved grades 4+, 5+, 7+ compared to target and National Average?
What percentage of students achieved 4+ in E+M, 5+ in E+M compared to target and National Average?
How close were these to the final predictions?

Subject

What percentage of students achieved grades 4+, 5+, 7+ compared to target?
What is the national average for grades 4+, 5+, 7+ in your subject?
What is the average points score in your subject, compared to target?
How did disadvantaged students perform in your subject?
How close were the results to the final predictions?
Was there underachievement in one particular class? What was put in place to help mitigate this?
What are the areas for improvement and how are these being addressed in departmental planning?

Disadvantaged
For both progress and attainment measures: How do disadvantaged students perform compared to non-disadvantaged students?
What are the gaps between disadvantaged and non-disadvantaged students? Are they closing compared to previous years?
How do staff ensure that their planning focusses on closing the gap in progress for PP students?
Where there any students who had a very negative impact on disadvantaged progress (outliers)?
How has the spending of the Pupil Premium funding impacted on achievement?
Where does the funding need to be focussed to improve outcomes for disadvantaged students?

High/Middle/Lower
What is progress like for each of these sub groups?
Were there any subject which did not achieve enough top grades?
How many students attained 5+ GCSEs at grade 7+ compared to target?

Other Key Groups
SEND students – how do they perform compared to national averages?
Gender – do either boys or girls perform better? If so, why? What is the School Leader doing to address this?
Ethnicity – how do particular groups perform compared to national averages?

Current Performance
What is the current tracking data showing about Year 11?
Is the school on track to achieve targets?
Who are the *groups* that are causing the most concern?
What is being done to address this?
Is there anything that LABs can do to support?
What is being done to ensure the accuracy of data?
What are the outcomes currently in Year 10?
What is being done to ensure rapid progress in KS3?
Is there evidence that any issues which are evident in last year's results (or the current Y11) are being addressed lower down the school? (For example, if achievement of boys is an issue in Y11, what does the picture look like in lower year groups?)
What is the department doing to ensure students who are below target receive the appropriate intervention? (This is particularly important for English and Maths where additional funding is provided by the DfE to support those students in Year 7 who are below the standard deemed to be appropriate for their age, when they start secondary school).

Secondary (KS5)

Previous Performance
What is the overall ALPS grade for academic subjects?
What is the overall ALPS grade for vocational subjects?
What are the ALPS grades for individual subjects?
How do the Average Point Scores for academic and vocational compare to national average?
Which subjects underperformed? What is being put in place to improve this?
How close were the results to final predictions?
Are there any issues with sub-groups?

Current Performance
What is the current tracking data showing about Year 12 and Year 13?
Is the school on track to achieve targets?

What is being done to ensure the accuracy of data?
Is there evidence that any issues which are evident in last year's results are being addressed with the current Year 12 and 13?

Primary (KS1 / KS2)

Previous Performance

Thresholds
What percentage of students are meeting the Expected Standard in Reading, Writing, Maths, SPAG and RWM? How does this compare to CET targets and National Averages?
What percentage of students are meeting the Higher Standard in Reading, Writing, Maths, SPAG and RWM? How does this compare to CET targets and National Averages?
What is progress like in Reading, Writing and Maths?
How close are these results to what was predicted?
Are there any issues with sub groups (Disadvantaged, Boys, Most-able)?
What percentage of students are meeting the phonics threshold by the end of Year 1 and by the end of Year 2?
What percentage of students are meeting the EYFS thresholds?

Current Performance
What is the current tracking data showing about current year groups?
Is the school on track to achieve targets?
What is being done to ensure the accuracy of data?
Is there evidence that any issues which are evident in last year's results are being addressed with the current year groups?

Teaching, Learning & Assessment
LABs are expected to have a clear understanding of the quality of teaching in the school. This does not mean how teachers 'perform' in formal lesson observations, but what the *typicality* and effectiveness of teaching is and what *teaching is like over time*.

As a LAB you should aim to:
- Evaluate how the quality of teaching, learning and assessment and its impact is monitored by the School Leader
- Understand the strengths and the areas that need to be improved in the quality of teaching, learning and assessment
- Understand how training is used to improve the quality of teaching, learning and assessment

As a LAB Member you would expect to see a link with the quality of teaching, learning and assessment and the *outcomes* for students. For example, you are not likely to see Outstanding teaching in a department where the outcomes are below National Average.
Is this judgement based on what teaching is typically like?
Typicality would mean making a judgement on the quality of teaching that combines formal lesson observations, learning walks, work scrutiny and (most important) student outcomes.
What and where are the strengths within the department?
How is this being formally shared?
What are the key areas for improving the quality of teaching?
How will this be achieved?
Is there a clear action plan for improving the quality of teaching?
How can LABs support this improvement plan?
What does student voice say about the quality of teaching in the department?

You would expect there to be a formal way of recording student opinions, taking into consideration a range of students, including those who may be disaffected. Anecdotal reference to a student voice would not be acceptable in isolation. You may want to 'test out' what the department say about student voice by speaking to some students yourself.

Personal Development, Behaviour, Welfare & Safety
Local Authority Board Members are expected to have a clear understanding of what behaviour and safety is like in the school. The latest framework places much more emphasis on low-level disruption hindering progress, students having a positive attitude to their learning and the safety of students.

As a LAB you should aim to:
- Understand how well students behave and demonstrate a positive attitude to their learning
- Know that students are kept safe

How does the school judge the behaviour?
It would be useful to have only the 4 judgements within the Inspection Guidance (Inadequate, Requires Improvement, Good, Outstanding).
How do they know?
As a LAB Member you may ask about the number of merits and demerits recorded in the department. It is important to also see how staff are positively using rewards as a method of promoting good behaviour.
Are there any groups who do not have a positive attitude to their learning?
Again, being more specific will help structure further discussion; for example, there may be an issue with Year 8 boys. Who teaches these classes? Does the curriculum engage them? Has the curriculum been adapted? How are rewards being used for these students? What does student voice tell you from these groups of students?

Safeguarding
This is a crucial area for the LAB. It is vital that you understand the safeguarding requirements and can monitor that these are adhered to.

There are also generic areas of safety that all LABs can review:
How are students kept safe in the school?
Have all staff received safeguarding training?
How are British Values promoted within the department?
How are students kept safe online?
Do staff in the school follow the policy regarding social networks?

Effectiveness of Leadership & Management
Part of being actively involved with a department is that you will form a view on the quality of leadership of the subject. Middle Leadership is a crucial part of the overall Leadership Judgement in an inspection – and is indeed key to successful schools.

As a LAB you should aim to:
- Form a view that leadership of the school is robust, determined and ambitious
- Find out whether the School Leader is key to improving the quality of Teaching and Student Outcomes and how effectively they lead the curriculum
- Evaluate whether the School Leader has an accurate view of the school and creates clear action plans for improvement

Try to establish that the School Leader has a clear view on where they want the school to be in a year, three years, five years. Their vision should be convincing, ambitious and achievable.

What are the significant changes in curriculum, qualifications and assessment?

This should give you an idea that the Subject Leader is well informed and keep abreast of changes.

Remember – they are the professional – you are not expected to have the answers – just to ask the right questions.

How robust is Appraisal within the school? (Teaching and support staff).

Review the SEF and Improvement Plan. Ascertain the thinking behind each of the judgements/priorities. You want the School Leader to be articulate and confident.