Heart of Mercia
multi-academy trust

Local Governing Body Governance Procedures

2026/27

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Local Governing Body Governance Procedures

1. Position and overview of the Local Governor Body

Local Governing Bodies (LGBs) are local committees of the MAT Trust Board who can form standing sub committees to discharge their duties if they wish to do so. Their role is to provide focused governance for an academy at a local level. The Trust's Board of Directors retains overall responsibility for the operation of its academies with the MAT's scheme of delegation outlining levels of delegation throughout the Trust.

The Trust Board and the LGB both have crucial but distinct roles in the governance of the academy. The Trust Board and LGBs are committed to working together in the best interests of the Trust and the academies. Where possible, the Trust will seek to avoid duplication of governance with the LGBs.

2. Membership

2.1 The LGB shall comprise a maximum of 20 Governors. Its composition shall include:

2.1.1 Independent Governors appointed following the process outlined in section 4 and ratified by the Trust Board.

2.1.2 At least one and a maximum of three staff members elected by the staff who shall be representative of the staff team but not a staff representative.

2.1.3 A minimum of two (2) Parent Governors, elected by parents of students of the Academy who shall again be representative of parents rather than being a parent representative.

2.1.4 Two (2) Associate Student Governors for 16-19 LGBs who shall be elected by the students who shall be representative of the student body but not a student representative. In accordance with the Trust's Articles of Association, Associate Student Governors shall not have a vote and may be under 18 years of age.

2.1.5 The Principal/Headteacher of the Academy on an ex officio basis.

2.1.6 The CEO of the Trust on an ex-officio basis, or their delegated representative (on an ex-officio basis), who may choose to attend meetings as appropriate.

2.1.7 The LGB should monitor its composition on an ongoing basis in order to address vacancies and succession planning, reporting any recommendations for Governor extensions or appointments to the Trust Board for approval. The Trust Board may also receive applications directly to consider for LGBs and will liaise with the LGB Chair and Headteacher/Principal regarding these.

2.1.8 Governor recruitment and succession planning should consider diversity, skills, lived experience and representation of the academy community.

3. Terms of Office

A Governor shall be appointed to serve a term of office of four years. In accordance with Nolan principles, Governors should not normally serve for more than two terms (or a maximum of eight (8) years) except where bringing a specific skill or role, for example as Chair or Vice Chair. At the recommendation of the LGB, annual extensions may be granted.

4. Procedures for Electing Governors

Independent Governors: Appointed by the Trust Board following receipt of applications or recommendations received either directly from an applicant or via an LGB. These will be considered by the Trust's Search and Governance Committee making recommendations to the Trust Board. In the event that applications or recommendations are received between scheduled meetings of the Search and Governance Committee, appointments can be progressed by email resolution. The Director of Governance will liaise with the Clerk throughout the appointment process, and will also ensure all necessary checks are followed, including taking up references and DBS checks.

Parent Governors (2): When there is a vacancy, a Parent Governor is nominated and is eligible to serve for four years. Parent Governors do not have to resign when their child leaves the school or college. If there are several candidates, the Clerk to the Governors shall organise interviews and a vote, either by post or an electronic vote, the method determined by the Clerk. Procedures for electing parent governors are delegated to the LGB. All necessary checks will be followed, including taking up references and DBS checks. Parent Governors are eligible to be appointed as independent Governors at the end of their term, subject to a recommendation from the LGB.

Staff Governors (2): Nominations are received from staff and all staff (teaching and support staff) are eligible to vote. Staff Governors serve for 4 years, or until they leave College or resign, whichever occurs first. Procedures for electing staff governors are delegated to the LGB.

Associate Student Governors (2): For 16-19 academies, where there is a vacancy, one (1) Student Governor is nominated each year from first year students. Associate Student Governors can be appointed for one (1) or two (2) year terms in office determined by the LGB, or until they leave College, whichever occurs first. In the event that a Student Governor should leave the College, or need to resign from their position, the Clerk shall consult with the Chair and Principal/Headteacher

to agree if it is timely to run elections, offer the position to the student who received the next highest number of votes, or leave the position vacant until the following academic year.

5. Expectations from Governors

5.1 Governors are required to sign up to and follow the Code of Conduct adopted by MAT Board of Directors. They must sign a declaration of eligibility, declare any interest and any connected party relationships upon appointment and thereafter annually. The Clerk will issue these to Governors with guidance for completion annually. The Director of Governance and/or Clerk will maintain a Register of Interests; Governors must inform them of any relevant change in their circumstances. Governors must withdraw from discussions and votes where a conflict of interest exists. Any dispute regarding a conflict shall be determined by the remaining governors present. A governor withdrawing due to a conflict of interest will not count towards quorum for that item.

5.2 The Code outlines expectations for Governors which is, in summary: -

- To abide by the seven Nolan Principles of Public Life:
  - Selflessness
  - Integrity
  - Objectivity
  - Accountability
  - Openness
  - Honesty
  - Leadership
- To focus on the core purpose:
  - Strategic leadership: defining a vision, fostering a culture and championing the strategy
  - Accountability and assurance: providing robust and effective oversight of operations and performance
  - Engagement: strategic oversight of relationships with stakeholders
- Apply high standards:
  - Act within our powers
  - Promote the success of the Trust
  - Exercise independent judgement
  - Exercise reasonable care, skill and diligence
  - Avoid conflicts of interest
  - Not accept benefits from third parties
  - Declare interest in proposed transactions or arrangements
- Fulfil the role and responsibilities
- Demonstrate commitment to the role
- Build and maintain relationships
- Respect confidentiality
- Declare conflicts and interest and be transparent

5.3 Governors should be able to allocate sufficient time to undertake their duties effectively. As a minimum, sufficient time to attend and prepare for meetings ensuring that they can make an effective contribution.

5.4 Governors should individually take a view on each matter discussed and are encouraged to contribute proactively to meetings as advocates to the Trust, bringing their knowledge and expertise, supporting and challenging the executive and putting student interest first.

5.5 Governors are encouraged to ensure individually and collectively they have or acquire sufficient understanding about the Trust, academy and educational landscape to be fully engaged in affairs of the Board. Requests for training should be made to the Director of Governance/Clerk or Chair. Governors should undertake appropriate induction and ongoing development, including safeguarding, governance and compliance training relevant to their role.

5.6 The Trust operates by members taking majority decisions at quorate meetings. Therefore, a decision, even when it is not unanimous, is a decision taken by the governors collectively and each individual member has a duty to stand by it, whether or not they were present or agreed with it when it was taken.

5.7 If a Governor disagrees with a decision, they may request that their disagreement be recorded in the minutes.

5.8 Governors shall not be bound in their speaking or voting by mandates given to them by other bodies or persons, but act in the best interests of the Trust and academy at all times. They should act with honesty, frankness and objectivity, taking decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

5.9 Governors should actively support equality and diversity in the Trust.

5.10 The Director of Governance shall maintain a register of Members, Directors and Governors' interests which is open for public inspection. Governors are invited to disclose annually to the Trust all business interests in connection with the Trust, its academies or the Trust Board that might sway their decision-making or affect their ability to act in an impartial way. Interests could be financial or otherwise, which they or (so far as they are aware) their spouses, partners, children or other close relatives may have, for entry on the register. Governors should inform the Clerk (who shall notify the Director of Governance) whenever their circumstances change and interests are acquired or lost.

5.11 Governors shall be requested to complete an entry of their skills periodically. The Clerk shall manage this and provide feedback to the LGB on skills. This information shall be used when making appointments to the academy.

5.12 Unless otherwise agreed by the Trust in individual circumstances, statements on behalf of the Trust will only be made by the following:

- CEO or their representative
- Chair or Vice Chair of the Trust
- Director of Governance

5.13 It is the Director of Governance's responsibility to conduct all correspondence in consultation with the Chair and CEO on behalf of the Trust who shall liaise with the Clerk as appropriate.

5.14 It is unethical for Governors to publicly criticise, canvass or reveal the views of other members which have been expressed at an LGB meeting.

5.15 Governors are asked to give the Clerk as much notice as possible of the fact they will be unable to attend a meeting. This arrangement has two purposes: firstly, it enables the apologies for absence to be registered at the meeting; secondly, it will enable the Clerk to judge if the meeting will be quorate.

6. Ceasing to be a Governor

A Governor's term of office will be terminated if:

6.1 They resign from office.

6.2 The have, without the consent of the LGB, failed to attend LGB meetings for a continuous period of six months, beginning with the date of the first such meeting they failed to attend, and the LGB Chair and the Vice Chair agree that the term of office should be terminated.

6.3 Any event or circumstance occurs which would disqualify them from the office of Governor under the Articles of Association.

6.4 They are removed from office by the Trust Board provided that there is a valid reason which must be given.

7. Frequency of Meetings and Attendance

7.1 The LGB shall normally meet at least three times a year.

7.2 The Chair may request additional meetings if they consider that they are necessary.

7.3 Members of the Academy's senior leadership team, other than the Principal or Headteacher shall attend meetings at the invitation of the LGB.

7.4 The LGB shall also have the power to invite other persons to attend meetings as may be desirable and necessary.

7.5 The Clerk is eligible to attend meetings; the Director of Governance of the Trust may attend meetings from time to time with prior agreement with the Chair of the LGB.

7.6 MAT Directors are encouraged to attend an LGB meeting with prior agreement.

7.7 There is an aspirational target for Governors to achieve 100% attendance during each academic year.

8. Authority

8.1 The LGB is accountable to the Board of Directors.

8.2 The MAT scheme of delegation outlines levels of delegation to the academy.

8.3 The LGB is empowered to consider any other relevant matters referred to it by the Trust. Care shall be taken to ensure that these matters are delegable by the Trust and that they are not within the remit of other committees.

9. Appointment of Chair and Vice-Chair

9.1 Either at the last meeting, or at the first meeting in each academic year, the Governors shall elect a Chair and Vice Chair for the LGB from among their number subject to ratification by the Trust's Board of Directors. To encourage succession planning and support this process, eligible Governors shall be given an opportunity to express interest in chairing positions on an annual basis. To ensure a democratically healthy process for appointments, the Clerk shall contact Governors inviting expressions of interest or nominations to the posts of Chair and Vice Chair for the following academic year. If more than one nomination is received, the Clerk will contact nominees before organising a secret ballot for Governors to make their selection. Where an LGB has determined to have committees, each committee shall elect a Chair in accordance with the terms of reference and rules established for that committee.

9.2 The term of office for the Chair and Vice-Chair shall be one year. The Chair and Vice-Chair retiring at the end of their respective terms of office shall be eligible for re-appointment.

9.3 The CEO, Principal/Headteacher, staff and student governors (if appointed) shall not be eligible to be appointed Chair or Vice-Chair of the LGB.

9.4 The Chair or Vice-Chair may resign their office at any time by giving notice in writing to the Clerk. The procedures outlined above will be followed for appointment to the relevant post.

9.5 In the event that the Chair or Vice Chair should resign or be removed from office, the Governors shall appoint another member as the Chair or Vice Chair at the first meeting following their resignation or removal from office.

9.6 If no expressions of interest are received and no one is willing to put themselves forward; this shall be referred to the Director of Governance who shall ensure that this is addressed by the Trust's Search and Governance Committee.

9.7 The Trust reserves the power to appoint an LGB Chair; this decision is only anticipated in exceptional circumstances; normal practice shall be by a recommendation from the LGB.

10. Quorum

A Governor counts towards a quorum by being present in person or by video/telephone conferencing. 40% rounded up shall constitute a quorum.

11. Meeting Organisation

11.1 A schedule of meetings for the forthcoming year and calendar of business shall be produced by the Clerk who shall liaise with the Director of Governance. Once the schedule has been approved dates will only be altered in exceptional circumstances following agreement with the Chair.

11.2 At least seven (7) days written notice will be given for meetings with the agenda and papers available to access on the Governorhub portal before each meeting.

11.3 Agendas shall normally include the following standard items:

- 11.3.1 Apologies for absence
- 11.3.2 Declaration of interests
- 11.3.3 Approval of minutes from the last meeting and matters arising
- 11.3.4 Principal/Headteacher's report
- 11.3.5 Reports from Committee Chairs and minutes (if there are sub committees)

11.4 The Chair will determine other agenda items and the order in which they are taken in consultation with the Clerk and Principal/Headteacher.

11.5 Every question to be decided at a meeting shall be determined by a simple majority of the votes of the members present and voting on the question.

11.6 Where there is an equal division of votes the Chair shall have the second casting vote.

11.7 The normal way of voting will be by a show of hands. A secret ballot may only take place if the majority of the members present, who are entitled to vote on a particular issue, consider it necessary.

11.8 Proxy votes are not permitted.

11.9 A Governor can use video or telephone conferencing to attend, participate and be counted towards the quorum of a meeting with the agreement of the Clerk and Chair provided all members can see or hear each other where remote communication is used. If a governor wishes to do this, they should give the Clerk at least 48 hours' notice of their request.

11.10 The majority of business should be conducted at Board meetings, however, occasionally (and in between meetings) business may be conducted by digital written resolution or Chair's action. In the case of digital written resolutions, these will be sent by the Clerk with the Chair and Principal/Headteacher's prior agreement. The resolution will be emailed to Governors allowing seven (7) days to respond. Governors will be asked to reply by email either accepting or rejecting the resolution; electronic signatures will be accepted. The resolution will be passed once a majority of those entitled to vote who respond within the specified timeframe vote in favour of a proposal. Where there is a balance of votes the Chair shall have a second casting vote. Business conducted by digital written resolution will be reported at the next meeting.

11.11 The Clerk will, at the start of each meeting, state which members have submitted apologies for absence and advise whether the meeting is inquorate.

11.12 The Clerk will produce draft minutes of meetings. Draft minutes are confidential for those members and officers who were present, until such time as they have been either formally approved, or "approved as draft" by the Chair of the meeting.

11.13 The Clerk will aim to circulate draft minutes of each meeting to members and senior officers who were present at the meeting as soon as possible.

12. Chair's actions between meetings and delegated powers

12.1 Governors agree to allow the Chair to take action when it is not possible to call a Board of Governors or committee meeting before the decision has to be made and when not to act would be seriously detrimental to the interests of the LGB, the students, their parents/carers, or its staff.

12.2 The information supporting the request should include the rationale for the request. The relevant board committee should receive the same information alongside the rationale for the Chair's decision via email as soon as possible after the event.

12.3 Chair's actions should only be used in exceptional circumstances.

12.4 Occasionally, Chair's action may be necessary regarding an individual matter relating to a member of staff or a student. The Headteacher or Principal may refer this to the Chair as a confidential item which may be withheld from the LGB in order to prevent prejudicing the LGB if such a matter were to progress to require an appeal to be made to the LGB.

13. Summary role of the Chair, Vice Chair and Committee Chairs

13.1 The Chair shall ensure there is effective governance and that the LGB fulfils its functions, supported by the Vice Chair. The Chair shall work with the academy's management team, the Clerk and/or the Director of Governance and relevant members of the Trust. In addition to steering the LGB, the Chair serves as a link with the Board of Directors.

13.2 The Chair is an important source of support for the Chair of the Board of Directors. Principal/Headteacher and CEO. They shall be able to provide advice and development for Governors, particularly new members, supported by the Clerk and/or Director of Governance.

13.3 The Chair is first among equals but has no defined individual power. The Board of Governors is a corporate entity; the power and authority rests with the Board as a whole; however, the Chair may need to take Chair's action in an emergency reporting such action to the Board of Directors as soon as possible.

14. Clerking the Academy (LGB)

14.1 The LGB shall appoint a Clerk.

14.2 The Clerk will support the work of the Governors and attend meetings. If the Clerk is unexpectedly absent from a meeting, the LGB should nominate someone to take minutes. The Clerk will prepare a draft agenda for the Chair to discuss with leadership and ensure Governors receive the final copy and supporting papers within seven days of the meeting. The Clerk will facilitate meetings and promptly prepare a set of draft minutes, for the Chair to review. Minutes will be circulated to Governors, ideally within ten days and made available to the CEO of the Trust.

14.3 The Clerk will maintain membership, attendance and training records including informing the Director of Governance of any changes. GIAS (Get Information About Schools) must also be kept up to date at all times by the academy.

14.4 The Clerk shall be line managed by the Chair regarding their dedicated role as Clerk to the LGB including an annual appraisal specifically related to this role, conducted by the Chair and/or Vice Chair with the option to invite input from the Principal/Headteacher and/or Director of Governance.

14.5 The Director of Governance shall provide advice and support to the Clerk to undertake the following duties: -

14.5.1 Provide effective administrative support to the LGB and its committees including minute taking and convening meetings.

14.5.2 Provide guidance to the LGB on governance, constitutional and procedural matters.

14.5.3 Ensure the LGB is properly constituted.
14.5.4 Manage all LGB information effectively in accordance with legal requirements.
14.5.5 Provide support to the LGB in order to meet all of its statutory duties.

15. Governors' Services

15.1 Governors, excluding the CEO, Principal/Headteacher, do not receive remuneration other than the reimbursement of travel and subsistence expenses incurred in the course of their duties. Claims shall be approved by the Chair or Vice Chair and Principal/Headteacher. Claims submitted by the Chair shall be approved by the Vice Chair.

15.2 Governors are encouraged to participate in seminars, conferences and training programmes offered by a variety of organisations. The Clerk or Director of Governance will make the necessary booking arrangements on their behalf. Requests to attend any other training event should be made to the Director of Governance to decide if appropriate.

15.3 Liability insurance cover is arranged by the Trust to provide protection in the event that they should make an error or commit an omission in good faith, which causes a financial loss to a third party who then seeks compensation.

16. Governors' Sub Committees, Working Groups or community engagement

LGBs can determine if sub committees, or working groups should be established, or if they want to engage in other mechanisms with the community. The Clerk should clerk sub committees, either in person or by delegation to a named individual preparing notes of key points discussed.

17. Duties of Local Governing Bodies

17.1 The LGB provides a focus on governance of the academy at a local level overseeing the strategic direction of the academy (within the overall vision of the Trust). Although the Trust is responsible to set the budget plan to support delivery of the academy's strategic priorities, the academy shall monitor its budget. The LGB has a crucial role in holding the executive to account. These are incorporated below, which are based on the National Governance Association (NGA) model terms of reference for LGBs.

17.2 Receive and discuss issues arising from the Principal/Headteacher's report (including academic issues e.g. headline data, safeguarding, health and safety, school/college improvement, financial, personnel, and/or site issues).

17.3 Consider training requirements for individual Governors and the LGB.

17.4 Escalate any issues and/or concerns about educational performance, safeguarding, finance, compliance, leadership capacity, reputation or risk regarding the academy for consideration by the Board of Directors, the LGB or, when appropriate, directly by the LGB Chair.

17.5 Carry out functions in accordance with the Trust's scheme of delegation, namely:

17.5.1 Recommend a budget plan to support delivery of the academy's strategic priorities.
17.5.2 Periodically report to the Trust the work of the academy.
17.5.3 Approve the academy's behaviour policy
17.5.4 Approve the academy's exclusions policy
17.5.5 Approve the academy's admissions policy and appeal process
17.5.6 Provide assurance that key policies are embedded and followed, namely, the safeguarding policy, complaints procedure, health and safety procedures, GDPR, risk

management processes and whistleblowing procedure. Seek assurance that appropriate cyber security, digital infrastructure and technology arrangements are in place and aligned with Trust and DfE expectations.

17.6 Work with academy leaders to identify academy-specific risks and oversee the academy risk register. Escalate significant risks and assurance concerns to the Trust Audit and Risk Committee and Board where appropriate.

17.7 Standards:

17.7.1 Understand how academy resources are being deployed to support strategic priorities and pupil/student outcomes, and raise any concerns to the Trust through the established reporting processes.

17.7.2 Set the curriculum offer for the academy, ensuring that the curriculum is being provided to pupils/students in an appropriate manner for the academy's context

17.7.3 In post 16 provision, monitor how the curriculum responds to local, regional and national skills priorities, informed by engagement with employers, universities, labour market intelligence and other stakeholders.

17.7.4 Ensure that the Trust's vision, ethos and strategy is adopted and applied by academy leaders

17.7.5 Work with senior leaders, both across the Trust and within the academy, to identify areas for improvement and develop strategies to address them in line with the Trust's strategic objectives

17.7.6 Monitor academy performance and improvement through regular reviews of performance data, including exam results, attendance rates, and pupils/students' progress

17.7.7 Seek assurance regarding educational performance, the quality of education, pupil/student achievement, retention and destination outcomes, and provide appropriate challenge where performance falls below expectations.

17.7.8 Monitor attendance, persistent absence and attendance trends including vulnerable groups.

17.7.9 Review behaviour, suspension and exclusion data including disproportionality across pupil/student groups.

17.7.10 Monitor pupil/student mental health, wellbeing and personal development.

17.7.11 Monitor the effectiveness and impact of Pupil Premium and support for vulnerable learners.

17.7.12 Seek assurance that the academy promotes an inclusive culture and that barriers to participation, attendance, progress and achievement are identified and addressed for all groups of pupils/students.

17.7.13 Monitor participation, attendance, retention, achievement and progression outcomes for disadvantaged pupils/students, those with SEND, looked after children, young carers and other vulnerable groups, seeking assurance that gaps are identified and appropriate action is taken.

17.7.14 Review enrichment and extracurricular opportunities available to pupils.

17.7.15 Periodically monitor academy food provision and accessibility.

17.7.16 Monitor pupil/student progression and destination outcomes, including progression to higher education, apprenticeships, employment and other sustained positive destinations.

17.7.17 Ensure that the required policies and procedures are in place and that the academy is operating effectively in line with these policies.

17.7.18 Establish a strong relationship with the Principal/Headteacher in order to provide effective support and challenge, including providing feedback to their performance management process.

17.8 Stakeholder engagement:

17.8.1 Consult stakeholders – pupils/students, parents, staff and where practicable, the community – and use insights to inform decision-making.

17.8.2 Seek assurance that pupil/student voice informs curriculum development, support services, enrichment opportunities and academy improvement priorities.

17.8.3 Help stakeholders to understand the Trust's values and vision for the future.

17.8.4 Monitor staff wellbeing, workload and CPD plans.

17.8.5 Consider providing an annual governance update/report to stakeholders regarding governance impact.

17.8.6 Provide the Trust Board with insight into the challenges and opportunities faced by the academy's local community.

17.8.7 Monitor complaints, compliments and stakeholder feedback to identify recurring themes, emerging concerns and opportunities for improvement.

17.9 Safeguarding:

17.9.1 Foster a culture that prioritises the safety and wellbeing of all pupils/students and staff in the academy

17.9.2 Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the academy, and monitor its implementation

17.9.3 Designate a link governor to take leadership responsibility for safeguarding

17.9.4 Seek assurance that appropriately trained DSL and deputy DSL arrangements remain in place.

17.9.5 Monitor safeguarding effectiveness through audits, training compliance and outcomes data.

17.9.6 Monitor accommodation, ensuring that appropriate policies are adopted and followed in order to keep pupils/students, staff and visitors safe

17.10 SEND*:*

17.10.1 Ensure that the Trust's overarching policy for pupils/students with special educational needs and disabilities (SEND) is implemented and adapted to the specific academy context where necessary

17.10.2 Seek assurance that staff are trained to implement pupil/student strategies and support plans

17.10.3 Ensure pupils/students with SEND have the resources they need to succeed where practicable and reasonable

17.10.4 Appoint a designated link governor to take leadership responsibility for SEND

17.10.5 Seek assurance that a suitably qualified and supported SENCO is in post.

17.10.6 Work in partnership with the Special Educational Needs Coordinator (SENCO) and, if appropriate, other stakeholders across the MAT community to ensure that pupils/students with SEND are well-supported and included in all aspects of the academy's life.

17.10.7 Monitor the overall effectiveness of the academy's SEND provision, referring to pupil/student outcomes and other relevant data.

18. Link Governor roles

18.1 Link Governors provide focused oversight of a designated area of responsibility on behalf of the Local Governing Body. They work with relevant academy leaders to gain assurance regarding compliance, performance and improvement priorities, reporting their findings to the LGB to support effective governance and accountability

18.2 The LGB shall formally appoint Link Governors for Safeguarding, SEND and Careers (where applicable). Additional link governor responsibilities may be established by the LGB in response to individual academy priorities including attendance, inclusion, wellbeing, community engagement or curriculum oversight.

19. Useful supporting documents

The following are some useful resources, but not extensive, for Governors to discuss and obtain information from the Clerk or PA to the Principal/Headteacher:

- Strategic Plan
- Student data on applications, enrolments, retention, absence, destination
- Responses to student questionnaires
- Curriculum Policy - summary of proposed curriculum
- Summary of performance in extra-curricular activities and evaluation of programme
- Analysis of examination results - raw and value added
- Quality Assurance Policy and Procedures
- Self-Assessment Report
- Financial Report
- Financial forecast, budget, unit costs
- Accommodation Strategy and space utilisation data
- Staff/student ratios
- Set sizes
- Prospectus

20. Review of LGB's Effectiveness

The LGB should conduct a self-evaluation of its effectiveness annually to identify any areas to address. Suggested areas to review could be to evaluate the impact of governance on educational performance, safeguarding, inclusion, stakeholder engagement, strategic improvement and the effectiveness of challenge and support provided by the LGB.