TERMS OF REFERENCE FOR THE

LEARNING AND CURRICULUM COMMITTEE OF

HOLMER GREEN SENIOR SCHOOL GOVERNING BODY

CONSTITUTION:

The Membership of the Committee, and the clerk, will be as per the agreed membership grid. Please note that the Headteacher cannot clerk a committee.

A quorum will be at least three Governors including at least one Governor who is not a member of staff. (NB – Associate Members and Governors who are not members of the Committee do not count towards the quorum).

The Chairman of the Committee will be elected by a quorum of the Committee members and will have a second or casting vote, where there is an equal division of votes.

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TERMS OF REFERENCE:

Agree an aspirational and ambitious school vision to create a culture of high expectation academically and socially *promoting equality, respect and tolerance.*

- Governors will take this into account when

  - Preparing, with the Headteacher the School Development Plan
  - setting, with the Headteacher, aspirational targets for the future achievement of pupils at the end of appropriate Key Stages, ensuring the whole Governing Body is aware of these targets.

1. To improve the school and develop its capacity for sustained improvement by developing high quality teaching, leadership capacity and high professional standards among all staff

- Governors will receive and evaluate reports to demonstrate how progress is being made towards achieving targets in the School Development Plan *and progress towards addressing issues arising from the most recent Ofsted Inspection.*

2. To contribute to an accurate evaluation of the school's strengths and weaknesses and use findings to promote improvement

- Governors will contribute to the school's Self Evaluation and Governing Body Self-Evaluation and will ensure that these processes are rigorous, robust and accurate. The outcome of Self Evaluation will in turn contribute to the School Development Plan.

- Governors will review progress towards achieving the targets contained in the School Development Plan

3. Design, implement and evaluate a broad and balanced curriculum that:
   complies with legislation
   meets the needs of **all** pupils and prepares students for life in Modern Britain
   promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
   ensures all pupils make excellent progress in literacy, mathematics and develop the skills necessary to function in British Society
   enables pupils to progress and achieve their potential narrowing the attainment and progress gap.
   promotes pupils spiritual, moral, social and cultural development (See paras132-135, School Inspection Handbook June 2015)
   promotes good behaviour and safety
   offers a range of extra-curricula opportunities to extend knowledge and improve skils

4. Review the management of admissions and Key Stage transfer:
   KS2 – liaison with feeder primary schools and management of transfer process of new intake
   KS3 &4 – Options choices and guidance
   KS4-5 – retention and transition

5. Ensure ICT is used effectively to support:
   - the curriculum
   - management information
   - data capture and analysis of the school performance.

6. Support the development of middle and future leaders taking account of succession planning.

7. Receive a termly report on:
   The quality of teaching in the school and any action to secure improvement.
   Curriculum initiatives, including interventions to support disadvantaged pupils, and their impact.
   Standards of behaviour – rewards/sanctions/exclusion data.
   The impact of SMSC/PSHCE provision and the Prevent Agenda.
   Pupil progress and attainment as a whole and by sub-groups.
   Stakeholder engagement – activities, outcome and resultant actions to develop support for the school's vision and approach.
   Safeguarding practices in school and the impact of CP issues using the S11 safeguarding audit report to track progress.
   Educational Visits – planned and taken and their value/impact

8. Ensure the school has robust processes for the identification, and support of, at risk children including those at risk of radicalisation and bullying.

9. Understand how pupils progress, relative to their starting points, their classmates and national expectations, for all pupil groups:

   - disabled pupils and those who have special educational needs
     - those with protected characteristics, including Gypsy, Roma and Traveller children, as defined by the Equality Act 2010

- Ethnic minorities including EAL
- gender
- the most able
- disadvantaged pupils, including:
  – looked after children
  – pupils known to be eligible for free school meals – a school is unlikely to be judged outstanding if these pupils are not making at least good progress
- those attending alternative provision.
  those who started a key stage in another setting or who do not complete a Key Stage.

10. To engage with parents, carers and other stakeholders in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development

   - Governors will receive and evaluate reports on the engagement of parents, carers and other stakeholders

11. To monitor and review any issues relating to engagement with the school's wider community.

   - Governors will receive and evaluate reports on the effectiveness of the school's community policies (see attached list)

12. To review the number and type of **educational visits** taking place from the school *from each year group* in order to identify gaps in opportunity and provision. To review a *selected* cross-section of visit evaluations and *to consider the clarity of educational objectives for each visit, the benefits for children (individuals and group) and towards learning and raising achievement.* To include Educational Visits as an item in the head teachers report to Governors and advise the Governing Body at intervals (such as in association with the head teachers report) agreed in the schools Educational Visits Policy.

13. To ensure minutes (with decisions and action points) are taken at each meeting and circulated promptly to all members of the Governing Body.

The composition and terms of reference will be reviewed annually in the Autumn Term and ratified by the governing body at their next meeting.

Signed …………………………………………..…   Date …………………………….
         CHAIRMAN

*Governors need to decide this arrangement

NB: Any text italicised and underlined indicates changes that have been made to the Model Terms of Reference since September 2013.

   List of suggested policies (See paragraphs 5 and 8 above)

   (NB: This list is not exhaustive and not all polices will be applicable to all schools)

Models documents are available for the majority of these policies. Where available they can be found on Governor zone through the following link https://schoolsweb.buckscc.gov.uk/schools/my_school

Teaching and Learning
- CPD Policy – teaching staff and LSAs
- Classroom Observation Policy
- Performance Management Policy
- Policies for all Curriculum subjects
- Sex and Relationships Education Policy
- Religious Education and Collective Worship Policies
- Early Years/Foundation Stage Curriculum

Student/Pupil
- Child Protection/Safeguarding Policy
- Spiritual, Moral, Social and Cultural Education
- PSHCE
- Drug Prevention and Incident Policy
- Pupil Discipline/Behaviour Policy
- Special Educational Needs Policy
- More Able Policy
- Uniform and Jewellery Policy
- Looked After Pupils
- Work related learning and careers education
- Assessment Policy
- Accessibility Plan
- Attendance
- Healthy Schools

Community
- Data Protection
- Complaints Procedures
- Community Cohesion and all Equality Policies – (Race, Gender, Disability, Sexual Orientation, Faith and Age)
- Engagement of Parents / Carers in their Child's learning
- Reporting to parents
- Governor Visits Policy
- Home School Agreement

SOURCES OF INFORMATION:

Governors should receive and consider reports from

- Headteacher

- External agencies – BLT LA, SIA, Consultant, others supporting the school – ASTs

- Subject co-ordinators

- Governors with specific responsibilities

- Visiting Governors

- Ofsted

Governors should monitor and review the following documents and sources of information:

- School Self Evaluation
- Governors Self Evaluation
- School Development Plan
- WIGL Guidance
- Parent view
- Pupil and Parent Surveys

Data can be monitored and reviewed using the following:

- SPA Pack
- School's own tracking systems paying particular attention to outcomes for various groups of children
- Raiseonline
- Dashboard