



## Sandy Secondary School and Moggerhanger Primary School

### Standards Committee – Terms of Reference

Key responsibilities:

- Standards/pupil outcomes/data
- Teaching and learning
- SEND
- Leadership & Management
- Target setting
- Pupil Premium

Ofsted Common Inspection Framework considerations:

Criteria	How can governors evaluate?
<b>Effectiveness of leadership &amp; management</b>	
Improve staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development.	Evidence of monitoring of teaching and learning. Evidence of support and training. Evidence of timetable of performance management.
Evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users views and use the findings to develop capacity for sustainable improvement.	
Provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community.	Curriculum leaders will prepare a termly subject report for Governors, and this will be available on Governor hub Governors may Invite staff to give presentations on their subject area
Successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment.	Is there a strategy, with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review strategy? Evidence of careers advice.

	Governors attend in schools careers events. What have pupils achieved since leaving school?
<b>Quality of teaching, learning and assessment</b>	
Teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantage.	Evidence of progress of SEND pupils, Principal's report on spending of pupil premium and its outcome. Principal's report on enrichment for more able students
Teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners.	
Assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate.	Do we understand the school's performance data, including in-year progress tracking?
Assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well.	
Children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this.	Evidence through book monitoring that pupils are receiving feedback and they understand how to improve.
<b>Outcomes for children and other learners</b>	
Progress well from their different starting points and achieve or exceed standards expected for their age	Knowledge of RAISE Online, Dashboard, Moderation Report, Progress 8.
Attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs.	Evidence of monitoring of attainment and strategies in place so pupils can and do progress.

## TERMS OF REFERENCE

### Standards Committee

Membership of the committee will be no fewer than 3 governors, plus the Principal, or Vice/Associate Principal.

The quorum for each meeting shall be 3 governors.

The committee is to meet termly and otherwise as required, using the terms of reference as a guide to agenda setting.

The committee is to report to each meeting of the full governing body.

The committee clerk will be responsible for arranging meetings, taking and distributing the minutes (together with other relevant papers) and following up agreed actions.

Key documentation should be circulated at least 5 days in advance of the meeting to allow Governors time to read them.

The committee has delegated power to make its own decisions on behalf of, and without referral to, the full governing body, except where the subject matter requires full governing body consideration by law or in accordance with the school's established scheme of delegation.

### **To take the lead on:**

- monitoring and evaluating rates of progress and standards of achievement by pupils, including any underachieving groups
- ensuring that the curriculum is balanced, broadly based, meets the needs of all pupils and complies with statutory requirements
- setting priorities for improvement and monitoring and evaluating the impact of improvement plans which relate to the committee's area of operation
- developing and reviewing policies identified within the school's policy review programme and in accordance with its delegated powers

### **To accept full delegated responsibilities for the discharge of the following duties:**

- Monitor and evaluate:
  - the effectiveness of leadership and management
  - the impact of quality of teaching on rates of pupil progress and standards of achievement
  - the impact of continuing professional development on improving staff performance
  - the effectiveness of provision for children with special educational needs
  - the quality of the curriculum in securing high standards of achievement
  - the impact of any actions or interventions taken to address differential standards of achievement or rates of progress within groups of pupils (eg SEND, gender, free school meals, BME, EAL, children in care etc)
- Identify and celebrate pupil achievements

### **To provide guidance to the full governing body for the following, which cannot be delegated:**

- Setting realistic and sufficiently challenging targets
- The school's curriculum statement
- Approval of school policies on sex and relationships education and religious education