

Terms of Reference

Somerset Road Education Trust (SRET) – Standards Committee

Approved at 2018/19 SRET#2, 28 November 2018 and to be reviewed annually

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Overall Objective

The core purpose of the Standards Committee (SC) is to ensure the standards and pupil outcomes across SRET improve. The SC will ensure a strategy is in place for continued improvement of standards at all three schools with a view to them each achieving and sustaining outstanding performance. The SC will focus on improving standards and pupil outcomes in three main areas:

Performance in national tests for specific Key Stages and other nationally published data (for example SATs, Phonics, EYFS data etc.)

- Performance against key performance indicators/milestones that are pre-determined with each school and monitored regularly (to include quality of teaching and learning, how this is leading to improved outcomes and the achievement of specific milestones for reading, writing and maths in every year group, attendance, parent complaints etc.)
- Performance of vulnerable groups, specifically pupils eligible for pupil premium funding and those with special educational needs

Membership

The Committee shall consist of:

- Trustee 1 – Matt Sambrook
- Trustee 2 – Mark Podkolinski
- Trustee 3 – Mike Newton
- Headteacher WP
- Headteacher StM
- Assistant Headteacher EH (to represent/distinguish from EP\CEO Trustee Role)
- LGC Lead Governor from WP Local Governing Committee (LGC) (attending SC only for respective school slot)

- LGC Lead Governor from StM LGC (attending SC only for respective school slot)
- LGC Lead Governor from EH LGC (attending SC only for respective school slot)
- Educational Adviser as invited

The Committee has a quorum when three Trustees are present. The Committee will elect a Chair annually who will be a Trustee.

Meetings

The SC will meet termly (3 times per academic year) or when required.

The SRET Executive Clerk will support the SC Chair and have responsibility for preparing Agenda and Supporting Papers for each meeting a week before the SC meeting date and the SRET Executive Clerk will take minutes at each meeting, to be published in draft within 5 days of the meeting and/or in time for inclusion in the next set of SRET Board papers in order to meet statutory requirements, to provide information to the SRET Board.

Any member of the SRET Board may request that an item be placed on the agenda, subject to prior discussion with the Committee Chair.

Terms of Reference

The SC will

- Develop and be accountable for a SRET wide improvement plan in relation to academic standards, teaching and learning - reporting to the SRET Board.
- Identify the risks to standards, maintaining a Standards Risk register, which should be reflected in the SRET Risk Register.
- Review, update and recommend SRET wide policies that relate to pupil outcomes and standards (see Appendix 2 for key policies and timeframes for review)
- To monitor provision for and achievement of minorities, SEND and vulnerable groups and to allocate Trustee special responsibilities (eg safeguarding and SEND).
- Monitor and hold the Headteachers, Senior Leadership and Staff of each school within SRET to account for academic standards and the quality of teaching and agree strategies for improvement if required
- Determine the measures used to assess the academic standards of schools.
- Determine the strategy for performance management in the member schools
- Scrutinise the analysis of national tests and examination results and key stage assessments against agreed targets.
- Scrutinise a range of pupil performance data to evaluate the schools' performance, based on external benchmarking
- Advise the SRET Board and LGCs on the standards in each school.
- Receive, review and scrutinise Academy Development & Improvement Plans.
- Agree and set challenging targets for pupil achievement in all schools – specifically key performance indicators and milestones against which these can be measured (this should include consistent criteria for measuring quality of teaching, attendance and exclusions)
- Receive and scrutinise termly reports from the Headteacher of each school regarding standards and performance against agreed key performance indicators (see Appendix 1 for agreed criteria)
- Review Ofsted and SIAMS reports and make recommendations to the LGCs and SRET Board as appropriate for action planning.
- Delegate identified responsibilities to the LGC of each school (see Appendix 3 for delegated responsibilities)

- Review the accuracy of the schools' self-evaluation in light of the above and the impact and implementation of the Academy Development & Improvement Plans and any post-Ofsted Academy specific action plan
- Conduct or authorise investigations into any matters within its scope of responsibility.
- Identify best practice and disseminate it.
- Review, on a regular basis, its own performance, constitution and Terms of Reference to ensure it is operating at maximum effectiveness, including the committee membership, skill base and relevant experience

Appendix 1: Criteria for Headteacher Reports

- Provide feedback on student achievement against agreed performance indicators and milestones making specific reference to the performance of vulnerable groups (those eligible for pupil premium funding, pupils with SEND and pupil for whom English is an additional language)
- Identify any areas of concern in respect of standards and performance that need to be highlighted to the trust board.
- Identify actions and progress against these areas including the impact and implementation of any associated action plan
- Review the impact and implementation of the school processes for the quality assurance and development of teaching and learning, the curriculum, inclusion and the sharing of good practice
- Review the impact and implementation of the Trust wide processes for the quality assurance and development of teaching and learning, the curriculum, inclusion and the sharing of good practice
- Review the impact and implementation of school arrangements for student support and representation, for monitoring student attendance and for student discipline and the impact of trust processes in supporting this

Appendix 2: Policies to be considered by the SRET Standards Committee and timeframes for review

- Admissions
- Allegations of abuse against staff
- British Values
- Equality Information
- E-Safety
- Exclusions
- Safeguarding and Child Protection

Appendix 3: LGC delegated responsibilities

- Review standards in individual academies working with the Headteachers to provide on-going advice and challenge to improve pupil outcomes
- To provide information to the SC on any issues of concern in relation to pupil standards and outcomes
- Ensure rigorous assessment processes are in place and provide feedback to the SC on the quality of assessment in an individual school
- Monitor and evaluate curriculum policies across SRET including schemes of work and development with regard to their effectiveness with a special focus on the impact of intervention strategies.
- Consider the Academies' annual safeguarding audits, monitor subsequent action plans and review relevant policies as required. Inform SC immediately if any safeguarding concerns have been recognised in individual schools
- Ensure that SRET policies and procedures in each school for SEND and Looked After Children are consistent with legal requirements.
- Review on-going progress of individual schools against the achievement of the objectives in the school development plan
- Review behaviour policies and their effectiveness. Ensure these are signposted to SRET policies and/or local procedures.
- Review/recommend local Policies and/or SRET Policy appendices required of them by SRET Standards Committee
- Monitor the procedure for parental complaints about curriculum provision advising the SC as necessary
- Monitor the provision of information to parents on academic progress and engagement of parents in students learning.
- Ensure religious education is provided as appropriate in each school in accordance with statutory requirements and where appropriate a Christian ethos.
- Maintain an appropriate level of Christian effectiveness and distinctiveness in Church schools.