

## **Brookfields School**

### **Governing Board Standards Committees' Terms of Reference**

#### **Agreed Date 18 September 2024 FGB**

At Brookfields School, the Governing Board has 4 'Standards Committees' which monitor the work of the school under the following headings: -

- Leadership and Management
- Teaching and Learning
- Personal Development and Wellbeing
- Finance

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| Membership         | At least 3 Governors, relevant members of the Senior Leadership Team (SLT) and lead professionals will attend. The Committee may make recommendations to the Governing Board for co-option of non-governor membership.   |
| Election of Chair  | The Chair will be appointed annually by individual committees.   |
| Quorum             | The Committee will be quorate with 3 Governors in attendance, 2 of whom should be a voting governor and 1 should be a non-staff governor.  |
| Meetings           | Each Standards Committee will have one meeting each annually with the expectation that the Finance Standards Committee will meet termly.   |
| Clerking           | The Clerk to the Governors will have this role for all Standard Committees.  |
| Reporting          | Minutes to the next Full Governing Board meeting. There is an expectation that Governors will read the minutes of the Standard Committee groups and submit questions prior to Full Governing Board meetings. Each Standards Group will review and evaluate identified actions. The Standards Committees will make recommendations to the FGB |
| Terms of Reference | These will be reviewed at the start of each academic year.   |

## **Responsibilities**

### **Leadership and Management**

- Monitor, evaluate and report on the effectiveness of Leadership and Management at all levels.
- Monitor, evaluate and report on the impact of continuing professional development on improving staff performance and the impact of this.
- Monitor, evaluate and report on the effectiveness of provision for all children.
- Monitor, evaluate and report on the curriculum and ambitions of pupils, including consideration to ensure that the curriculum is meeting the needs and aspirations of pupils.
- Monitor, evaluate and report on the progress of the school in achieving the targets in the School Development Plan (SDP)
- Monitor, evaluate and report on the impact Governors have in driving the school forward.

- Monitor, evaluate and report on the role of Governors in ensuring that the leaders' and Governors' vision and ambition for the school is met and how these are communicated to staff, parents/carers and pupils.
- Monitor, evaluate and report on the Self Evaluation process of both the school and the Governing Board and how well it leads to planning that secures continual improvement.
- Monitor, evaluate and report on how well leaders and Governors engage with parents/carers and other stakeholders and agencies to support all pupils.
- Monitor, evaluate and report on the effectiveness of Governors in discharging their core statutory functions and how committed they are to their own development as Governors to improve their performance.
- Receive and discuss reports from Governors' visits
- Advise the FGB on their statutory obligations and governmental control guidance requirements regarding curriculum provision considering the views of parent/carers, staff and pupils.
- Governors will review on an annual basis their effectiveness as a Board and publish a report for parents
- Monitor, evaluate and report on the effectiveness of governors in discharging their core statutory functions and how committed they are to their own development as governors in order to improve their performance
- Monitor, evaluate and review staff wellbeing

### **Teaching and Learning**

- Monitor, evaluate and report on the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal development, behaviour and welfare, including Early Years and 6<sup>th</sup> Form (16 to 19 provision)
- Monitor, evaluate and report on how effectively leaders use the Primary PE and Sport Premium and PPG measure its impact on outcomes for pupils and how effectively Governors hold leaders to account for this.
- Monitor, evaluate and report on the impact of the curriculum and provision of the school in terms of the impact on pupil achievement, outcomes and destinations.
- Monitor, evaluate and report on how effectively leaders use additional funding including Pupil Premium and measure its impact on outcomes for pupils and how effectively governors hold them to account for this.
- Monitor, evaluate and report on the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively governors hold them to account for this
- Monitor, evaluate and report on how effectively leaders monitor the progress of pupils to ensure that none falls behind and underachieves, and how effectively governors hold them to account for this
- Monitor, evaluate and report on assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well
- Monitor, evaluate and report on how pupils progress from their different starting points and achieve or exceed within the school's own curriculum

- Monitor, evaluate and report on the qualifications/outcomes pupils attain so that they can and do progress to the next stage of their education into courses that lead to higher level education e.g. FE College or into jobs that meet local and national needs
- Monitor, evaluate and report on the quality of the early years provision
- Monitor, evaluate and report on leaders promote high expectations and use rigorous systems to drive improvement, including through monitoring and developing the quality of 16 to 19 provision and improving the progress and achievement of learners and groups of learners

### **Personal development and Wellbeing**

- Monitor, evaluate and report on personal development, behaviour and welfare of pupils through regular behaviour reports.
- Monitor, evaluate and report on how well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this
- Monitor, evaluate and report on overall absence and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils
- Monitor, evaluate and report on the extent to which low attenders are improving their attendance over time and whether attendance is consistently low
- Monitor, evaluate and report on the impact of training eg ProACTSciprUK in reducing behavioural incidents
- Monitor, evaluate and report on fixed and permanent exclusions. This group (excluding teaching staff) will be responsible for overseeing the process of Permanent Exclusions in line with legislation
- Monitor, evaluate and report on the effectiveness of safeguarding.
- Monitor, evaluate and report on the provision for Looked After Children (LAC).
- Monitor, evaluate and report on views different groups of pupils express, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life

### **Finance Standards Committee**

- Work in partnership with school members of this Standards Group to create business strategy and presented to Governors
- Monitor, evaluate and report the school's business plan
- Understand, monitor, evaluate and report on the possible financial constraints the school faces within the locally and nationally
- Consider the curriculum, staffing and premises issues, which have implications for decisions about finance, the school community and premises and to make recommendations to the relevant governing groups or the FGB.
- Monitor, evaluate and report on the effectiveness of budget and financial planning
- Inform the Governors of any expenditure decisions that are taken and refer back to the FGB any which prove to be contentious