



Education Learning Trust Multi Academy Trust

Terms of Reference Standards and Performance Committee

2024/2025

Last update	New Document
Date updated	February 2025
Next review	Autumn Term

Revision History

Date	Document Version	Document Revision History	Document Author / Reviser	Document Approver
03/02/2025	1.0	New Trust Document	Vanessa McManus and Helen White	Trust Board

The committee will monitor, evaluate and report on:

Conception of Quality

- the Trust's shared view of quality in relation to education and what excellent education looks like in practice
- whether this has been widely communicated with all stakeholders
- the extent to which it drives decision making at all levels
- how it will improve the schools in the Trust to deliver excellent education
- the design and implementation of the curriculum and how the principle apply to all schools
- the extent to which pupils take part in enrichment to support wider development
- how well the Trust achieves good outcomes for all its pupils
- the extent to which schools are places where pupils attend regularly and are provided with the right conditions to actively participate and progress
- whether all pupils leave well prepared for their next stage

Inclusion

- the culture in its schools that is ambitious for all including disadvantaged pupils and pupils with SEND
- fair admissions and access policies
- effective teaching of disadvantaged pupils and SEND from their local areas
- how schools support pupils and address issues so they can stay/return to mainstream school where possible
- other curriculum issues such as spiritual, moral, social and cultural learning
- issues related to pupil discipline such as levels of exclusions across the Trust
- c/urrent and emerging patterns, trends and risks relating to attendance and behaviour for all academies in the Trust

Culture of Improvement

- the culture of continuous improvement through self-evaluation, challenge, support and appropriate action
- the culture of external challenge
- the clearly defined and effective strategy to improve the performance of schools
- the extent to which previously under-performing schools are sustainably improved
- shared learning for best practice

- pupil achievement and standards throughout the trust, including specific groups: those with special educational needs and disability (SEND), disadvantaged, looked after children and pupils with English as an additional language
- teaching capacity throughout the trust including the impact of continuing professional development on pupil achievement and standards

Knowledge Building

- the critical value of high quality teaching and championing the profession
- the positive contribution of delivering high quality training and/or placements for trainee teachers
- how staff are able to build their expertise through evidence based professional development and mentoring
- collaboration across schools and other trusts to develop and share expertise

Review, adopt and monitor all related policies delegated by the Trust Board.

Membership: Chair or Vice-Chair and two Trustees, CEO, Director of Learning and Innovation, Executive Lead for Curriculum and Secondary School Improvement Executive

Quorum: Minimum of three

Frequency: Autumn Term 2 and Spring Term 2