

OSWALDTWISTLE SCHOOL
STANDARDS AND EFFECTIVENESS SUB-COMMITTEE
TERMS OF REFERENCE

Membership

The sub-committee shall consist of **at least five members** including the headteacher and chair.

The sub-committee will elect a chair from within its own membership. The sub-committee will be chaired by an experienced member of the full committee.

Non-voting participants may be invited to meetings by the sub-committee as and when required.

The membership of the sub-committee will be reviewed and determined annually by the full committee and recorded in the minutes of that full committee meeting.

The full committee will appoint a clerk to the committee, who will not be another member.

The sub-committee should seek external advice as appropriate, and in the case of a school requiring special support then the MIT adviser will have a standing invitation to attend the sub-committee and has a duty to report to it. The school adviser will also attend as appropriate.

Quorum

The quorum shall be a minimum of **three members** including the headteacher.

Meetings

The clerk to the sub-committee shall be responsible for convening meetings of the committee. Procedures of any meeting held must be minuted and those minutes presented to the next meeting of the full committee.

The sub-committee shall meet at least once each term and otherwise as required.

Responsibilities

The main function of the sub-committee is to monitor and evaluate the standards and achievement of the school and the quality of education provided. In all its business, the sub-committee will take account of the five key outcomes of the Every Child Matters.

In particular, the sub-committee will:

1. monitor pupil progress in relation to the targets set and with specific reference to particular groups;
2. receive and critically review school performance data including that from the Lancashire School Improvement Profile, Fischer Family Trust and Analyse School Performance (ASP);
3. monitor the impact of curriculum policies and planning on students' learning;
4. where the school is in an Ofsted category, monitor progress in meeting the key issues identified in the Post-Ofsted Action Plan and subsequent Ofsted and HMI reports;
5. provide regular reports to the governing body on their monitoring of the School Development/Improvement Plan;
6. where appropriate, review and evaluate the effectiveness of county council support and intervention;
7. receive regular reports from the headteacher on the quality of teaching and learning and the impact of improvement strategies;
8. monitor and evaluate aspects of the school's provision e.g. pastoral care, guidance and support, leadership and management and Special Educational Needs and Disability (SEND) and inclusion;
9. ensure members of the committee and other governors have a clear understanding of the vision and aims and strengths and weaknesses of the school so they can actively contribute to the completion of the Self Evaluation Form (SEF);
10. request and receive reports, as and when required, from key members of staff e.g. curriculum leaders and senior leaders;
11. ensure that committee members and other governors keep themselves informed of the key initiatives and take part in appropriate training and development activities;
12. contribute to the preparation of any appropriate action or development plans
13. be mindful of the requirements of the Equalities Act 2010.

Approved: Spring 2021 (*deferred from Autumn 2020*)

Review date: Autumn 2022