Mawdesley St Peter's CE Primary School

STANDARDS AND EFFECTIVENESS / STANDARDS AND CURRICULUM

COMMITTEE TERMS OF REFERENCE

Membership

The committee shall consist of *at least 3* members of the governing body including the headteacher.

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

Non-voting participants may be invited to meetings by the committee as and when required. These will include:

- Senior leaders
- Subject leaders
- School advisers
- Special support advisers (if the school is designated as having special support)

The committee shall have such associate members, non-voting, as the governing body shall appoint. The committee may make recommendations for these appointments.

The membership of the committee will be reviewed and determined annually by the governing body.

The governing body will appoint a Clerk to the committee, who will not be another governor.

Quorum

The quorum shall be a minimum of *three* governors including the headteacher but excluding any associate members.

Meetings

The Clerk to the 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 governing body.

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

Responsibilities

The main function of the committee is to monitor and evaluate the standards and achievement of the school and the quality of education provided.

In particular, the committee will, having regard to current local and national guidance:

- monitor and evaluate standards, attainment and pupil progress in relation to agreed targets, with specific reference to vulnerable and disadvantaged groups, pupils with SEND, prior attainment groups and other cohorts relevant to the school context;

- receive, critically review and triangulate school performance information, including local school improvement information, the Lancashire School Improvement Profile, Fischer Family Trust, Analyse School Performance (ASP), the Inspection Data Summary Report (IDSR) where available, and internal assessment information;

- monitor and evaluate progress against the School Improvement/Development Plan, ensuring that priorities, milestone progress, risks and impact on pupils are reported regularly to the full governing body;

- monitor the quality of education, including curriculum intent, implementation and impact, and the extent to which the curriculum is ambitious, broad, balanced, inclusive and meets statutory requirements;

- review the aims of the school curriculum in relation to current statutory requirements, including Religious Education, collective worship, relationships/sex education as applicable, spiritual, moral, social and cultural development and the promotion of fundamental British values;

- prepare, review and approve curriculum and standards-related policy documents where responsibility has been delegated by the governing body;

- monitor the impact of curriculum policies, assessment arrangements and school improvement strategies on pupils' learning, personal development, attendance, behaviour and wellbeing;

- monitor the progress and evaluate the impact of new initiatives across the curriculum, including locally or nationally identified priorities;

- where the school is subject to Ofsted monitoring, inspection follow-up or a category of concern, monitor progress in addressing priorities identified in inspection reports, monitoring letters and any Post-Ofsted Action Plan;

- consider the implications of the current Ofsted inspection framework and school inspection materials, including safeguarding, inclusion, curriculum and teaching, achievement, attendance and behaviour, personal development and wellbeing, and leadership and governance;

- receive concise reports from the headteacher and relevant senior or subject leaders on the quality of teaching and learning, curriculum provision, outcomes, attendance, behaviour, safeguarding and inclusion, and challenge the evidence used to demonstrate impact;

- monitor and evaluate the school's provision for vulnerable pupils and groups, including SEND, disadvantaged pupils, pupils with attendance or behaviour concerns, pupils accessing alternative provision and any groups identified through school or local data;

- review and evaluate the effectiveness, impact and value for money of local authority, diocesan, trust or other bought-in support and intervention linked to standards, curriculum and school improvement, and report any significant concerns to the full governing body;

- ensure committee members and other governors are aware of relevant local and national guidance, undertake appropriate training and record training via GovernorHub or the school's agreed system;

- receive reports from nominated governors, as agreed by the full governing body, and ensure that findings are used to inform strategic oversight and challenge;

- identify any significant standards, curriculum, safeguarding, attendance, inclusion, equality or inspection-readiness risks and escalate them to the full governing body with recommended actions;

- be mindful of the requirements of the Equality Act 2010, the Public Sector Equality Duty and the governing body's wider responsibilities for safeguarding, SEND, inclusion and pupil wellbeing.

The committee should use the most recent available guidance and school-specific evidence. This includes, but is not limited to:

National guidance:

- Department for Education maintained schools governance guide, including the governing body's core functions, strategic decision-making, delegation to committees and safeguarding oversight.

- Ofsted education inspection framework and school inspection toolkit, operating guide and inspection information for state-funded schools.

- Keeping Children Safe in Education, Working Together to Improve School Attendance, statutory curriculum requirements, SEND and disability guidance, Equality Act 2010 and Public Sector Equality Duty requirements.

Local guidance and resources:

- Clerking service termly agenda prompts, information booklet, training programme and record compliance/training resources.

- Lancashire School Improvement Profile, local school improvement and safeguarding information, Schools Portal guidance and other local authority or diocesan/trust guidance relevant to the school.

Review note: this terms of reference should be reviewed annually by the governing body and updated sooner if there are significant changes to national guidance, local authority guidance, the school's context or the governing body's scheme of delegation.

Approved: October 2026

Review Date: October 2027