

Terms of Reference for the Standards and Provision Committee of the Board of Directors of Christ the King Catholic Collegiate, a multi academy company.

Terms used

Committee - Board Standards and Provision Committee,
Board – Board of Directors of Christ the King Catholic Collegiate,
CtKCC – Christ the King Catholic Collegiate,
MAC – Multi Academy Company.
LGB- Local Governing Body
AO – Accounting Officer
CEL – Catholic Executive Leader

Constitution

The Board hereby resolves to establish a committee of the Board to be known as the Standards and Provision Committee ("the Committee"). The Committee will act as an advisory body to the Board of Directors ("the Board").

Membership and Attendance

The Board shall determine and review annually the establishment, constitution, terms of reference and membership of the Committee.

The chair, and members of the Committee shall be appointed by the Board, the chair of the Committee shall be a director of the Board, other than its chair.

The committee shall consist of a minimum of 3 members up to a maximum of 6. The membership may include persons who are not Directors (in order to ensure a balance of expertise in analysing progress data), provided that a majority of members of the Committee shall be Directors. The Committee may invite CtKCC professionals to advise and to be held to account.

Minutes from meetings of the Committee shall be circulated to Board members. The committee shall meet at least termly or more often, as required.

No business can be conducted unless a quorum is present. A quorum is usually three members two of whom should be directors. The AO/CEL or a nominated substitute must be present.

The committee shall appoint a clerk for the committee. Each member shall be given notice in writing of a meeting together with a copy of the agenda at least seven clear days before the date thereof.

Purpose

To assist the Board in providing a sharply focused oversight of the academies' core business of curriculum, teaching, learning, and assessment, with a clear understanding of the direct impact of the quality of provision on children's learning, formation, attainment and progress that is shared by all Directors.

To assist the Board in providing a strong policy, monitoring, evaluation and reporting framework with respect to provision, performance and standards to enable the academies to meet the learning needs

of all children, so they can make at least good progress across the subjects of the curriculum, but particularly in the core.

To enable the academies to be accountable for their performance and standards, by holding the Headteacher's and other senior leaders to account for the quality of teaching, pupils' achievement, and pupil behaviour and safety, and providing the kind of curricular experience and teaching and learning strategies that make the most difference to children's enjoyment in learning, their attainment in relation to national expectations, and rates of progress.

To make recommendations to the Board of Directors and to other committees as necessary and appropriate.

The Board delegates the approval of appropriate policies related to pupil progress and standards to the committee. The allocation of policies to the committee will be reviewed annually by the Board.

Major issues will be referred to the Board for ratification.

Terms of Reference

Key area: Quality of Provision

- To discharge the Directors' responsibilities for ensuring the academies' curriculum is compliant with the National Curriculum and meets the needs of the children in the academies, with due attention to reading, writing and mathematics.
- To discharge the Directors' responsibilities for ensuring the provision of spiritual, moral, social and cultural education reflects the teachings of Christ and his Church and the values of the Gospel, and the academies' Catholic character, for example:
 - Relationships and Sex Education is in accordance with the Directors' policy;
 - There is appropriate provision for personal, social and health (including drugs) education; sport; the arts; and curriculum enrichment activities.
- To discharge the Directors' responsibilities, as delegated by the Board, with respect to adopting, implementing, monitoring, evaluating and reviewing the academies' policies for:
 - Teaching and learning, so all teaching in the academies consistently meets the Ofsted/Section 48 criteria of good or outstanding
 - Assessment, so that assessment promotes good learning and progress;
 - Pupils with SEND, so their needs are met in accordance with the SEND Code of Practice;
 - Inclusion; looked after children; equality matters, i.e. racism; gender; etc.;
 - Pupil behaviour and discipline, and attendance;
 - Academy visits; and
 - Addressing any queries, concerns or complaints arising.
- To discharge the Directors' responsibilities for ensuring appropriate provision for Early Years and / or Sixth Form pupils where applicable.
- To arrange appropriate Director training to ensure Directors (and Governors) know and understand:
 - Their powers, duties, roles and responsibilities in relation to the provision of a broad, balanced curriculum and quality teaching that meets the needs of all children; an

- Any other matter related to provision identified through an audit of the Board of Directors' knowledge, skills and experience or at the request of Directors.
- To prepare for the Board of Directors an annual summary report, which reviews how the committee has discharged its responsibilities to provide a quality educational experience for all children that meets their needs and enables them to learn and grow to be the human persons God calls' them to be, in order to benefit the pupils of the academies and impact on their learning, formation, attainment and progress.

Key area: Performance and Standards

- To discharge the Directors' responsibilities for ensuring they monitor the academies' effectiveness and hold the Headteachers to account for the academies' performance and standards.
- To discharge the Directors' responsibilities with respect to adopting, implementing, monitoring, evaluating and reviewing the academies policies for:
 - Target setting, and managing and using pupil attainment and progress data so that all pupils' make at least good progress;
 - The use of Pupil Premium so that the children concerned overcome barriers to learning, including reading, writing and mathematics; and
 - Addressing any queries, concerns and complaints arising.
- To discharge the Directors' responsibilities for ensuring:
 - All Directors' and Governors understand and use performance data to provide challenge and support to the Principals and the Academies, e.g:
 - Keeping under review progress towards annual pupil targets;
 - Reviewing end of year results against annual pupil targets;
 - Reviewing performance data, i.e. national assessments, examination and test results, league tables, ISDR, ASP, and any other information from the tracking system used in the academies.
 - Governors engage in dialogue as a 'critical friend' with the Principal, senior leaders and subject leaders in the academy concerned, about pupil attainment, progress and standards, in year groups, class groups, in relation to pupils with specific characteristics, so that Governors know the strengths and weaknesses of the academy, the priorities for improvement, and the implication for staff development and financing, and report to the Directors' Standards and Provision Committee as required
- To discharge the Directors' responsibilities for ensuring the policy for behaviour impacts positively on pupils' learning by monitoring:
 - Behaviour;
 - Attitudes to learning;
 - Incidents that suggest a disrespect for the dignity of the human person and intolerance of others;
 - Exclusions; and
 - Evidence of the development of character, maturity and virtues in pupils.



- To arrange appropriate director training to ensure Directors (and Governors) know and understand:
 - o The use of the ISDR and ASP;
 - o How to engage in conversations that support, challenge, and hold the individual Principals to account for performance and standards in the academy they lead including the use of Pupil Premium and the academy's budget.
 - o Any other matter related to performance and standards identified through an audit of the Directors' knowledge, skills and experience.

- To produce a CtKCC MAC Improvement policy to ensure that areas identified as needing support are given due focus and that school improvement is at the core of the MAC

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