

Inclusion is at the
heart of our trust



Terms of Reference - Educational Standards Committee



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1	November 2024	C Carlon	New terms of reference

1. Introduction

1.1 The Educational Standards Committee has been established to provide high level scrutiny of the standards and outcomes for every school within the Trust.

1.2 The purpose of the Education and Standards Committee is to:

- Support the Board of Trustees in fulfilling its statutory duties relating to the quality of education, attendance, behaviour, curriculum and safeguarding.
- Support the Board in understanding the unique context of each academy whilst ensuring a consistent and systematic approach to reporting.
- Support the Board in understanding relevant key performance indicators, including pupils' performance, progress, outcomes, behaviour and attendance and how the Trust is performing against the national context. In doing so, the committee should take account of the performance of the full range of different groups represented in the Trust's schools, including disadvantaged pupils, pupils with SEND, looked after children and pupils in different ethnic, social and ability groups.
- Support and challenge the strategic role of school and Trust educational leadership.
- Support and challenge by linking the work of this committees to the Trust's overall strategic plans, prioritisation and longer-term vision.

2. Membership and Quorum

2.1 The Educational Standards Committee is a sub-committee of the Board of Trustees. As such, this committee must at all times maintain a majority of Trustees. The Chair of the Education Committee must be a Trustee, but not the Chair of the Trust Board.

2.2 The Executive Director of Education will be the lead officer for the Educational Standards Committee and the Governance Professional to the Trustees will act as Governance Professional to the Education Committee.

2.3 The Committee will consist of:

- A minimum of four Trustees, with membership agreed annually by the Trust Board
- Lead officer, Executive Director of Education

2.4 The Executive Head Secondary and Primary Lead are associate members but non-voting members.

2.5 Quorum will be at least two Trustees, or 50% of the voting members of the committee whichever is greater.

2.6 Other Trust staff may be invited to attend and contribute to meetings from time to time in-line with the pre-agreed agenda items.

- 2.7 The trust may appoint additional members to the Educational Standards Committee, including elected members of any LGC, who meet the requirements of the skills audit or have the relevant expertise. Appointed members may not outnumber trustees on this committee.
- 2.8 Only the Trustees may appoint or remove additional members of this committee
- 2.9 The Chair of the Committee will be elected by a quorum of the Committee members and will have a second or casting vote, where there is an equal division of votes. The term of office for the Chair will be one year.
- 2.10 In the event of the Chair or Vice Chair (if one exists) of the Committee being unable to attend, the remaining members shall elect one of their members as Chair for the meeting.

3. Meetings

- 3.1 The Educational Standards Committee will meet a minimum of three times a year in order to be able to have a strong understanding of the standards and progress in the Trust schools and endorse any actions needed in a timely manner.
- 3.2 The Clerk will make a record of all proceedings at each meeting. Minutes will be circulated to members and presented with the agenda for the next full Trust Board meeting.
- 3.3 The committee will liaise with such other committees and invite members of other committees to attend its meeting as should be deemed appropriate.
- 3.4 Any matters which may be in conflict with the work of another committee must be referred to the Trustees.

4. Scope of responsibilities

4.1 General

- 4.1.1 The Educational Standards Committee will provide scrutiny and challenge and exercise responsibility for, and oversight of the quality of education, the effectiveness of standards and performance, and impact across our trust schools.
- 4.1.2 The Committee will receive reports from the trust and its schools in sufficient detail to enable it to undertake its strategic responsibilities for scrutiny, evaluation and ensuring that effective improvement actions be taken to address any underperformance.
- 4.1.3 The Committee will use key performance indicators, including local and national comparators, including for whole schools and any identified groups of pupils, together with termly reports from the Headteachers based on tracking data and school visits,

the schools' own SEFs, Ofsted reports and reports from external reviews for this purpose

- 4.1.4 The committee will ensure that Local Governance Committees are implementing and scrutinising targets for pupils' progress and attainment and have in place action plans in order to meet agreed targets
- 4.1.5 Identifying any patterns, trends or areas of concern and overseeing any action plan implemented by the Executive Team for individual schools or across the Trust
- 4.1.6 Ensuring that schools are fostering the Trust's vision of inclusion at the heart of our trust through collaboration, support and challenge so that every child is successful and included.
- 4.1.7 Ensuring that appropriate, high-quality school development plans are written and in place for each member school and that these are implemented and regularly monitored, reviewed and scrutinised at Local Governance Committee level
- 4.1.8 The committee will monitor, evaluate and report on:
 - The trust-wide approach towards ensuring all pupils are given the knowledge, skills and attributes needed to manage their lives now and in the future.
 - The trust-wide approach to improving pupils' health, wellbeing and physical literacy.
 - The trust-wide approach to building the cultural capital of pupils.
 - The trust-wide approach to promoting British values and providing pupils with a global outlook.
 - Current and emerging patterns, trends and risks relating to pupil wellbeing for all academies in the trust.
- 4.1.9 Monitoring the effectiveness of quality assurance processes regarding teaching and learning, the curriculum, inclusion and the sharing of good practice across the Trust
- 4.1.10 Monitoring the effectiveness of the transition preparation arrangements for children both leaving and joining member schools
- 4.1.11 Reviewing, recommending and approving policies as required by the Scheme of Delegation.

4.2 Curriculum

- 4.2.1 The committee will monitor, evaluate and report on:
 - The broad educational needs of the pupils attending the trust's schools.
 - The curriculum principles which apply to all schools in the trust.
 - How curriculum principles are being implemented by schools in the trust and their impact on all pupils.
 - Curriculum and quality of education issues for all schools in the trust.
 - Curriculum enrichment throughout the trust.
 - Other curriculum issues such as spiritual, moral, social and cultural learning.

- The provision of careers education and guidance.
- How each school aligns their curriculum with the particular needs of their community.

4.2.2 To keep under review the requirements of the Equalities Act 2010 with reference to particular characteristics, in relation to the curriculum, teaching and learning, assessment, achievement and progress; monitor implementation of the scheme, assess its impact on staff, learners and parents/carers and report emerging issues to the Board of Trustees.

4.3 Pupil achievement

4.3.1 The committee will monitor, evaluate and report on:

- 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.
- The quality of teaching and learning throughout the trust, including performance and future performance trends and risks in relation to each academy.
- Teaching capacity throughout the trust including the impact of continuing professional development on pupil achievement and standards.
- How collaboration between academies in the trust and more widely is raising pupil achievement and wider outcomes.
- Review the use and impact of Pupil Premium funding across the Trust, identifying best practice and areas for development.
- Analyse the impact of specific funding streams in improving outcomes, accelerating progress and in narrowing the gap.
- To monitor provision for all groups of vulnerable children to ensure that their needs have been identified and addressed, and to evaluate their progress and achievement.

4.4 Safeguarding

4.4.1 Ensuring that Trust delivery of safeguarding activities & support for children aligns with Keeping Children Safe in Education and other relevant guidance

4.4.2 To ensure that the Trust has an effective safeguarding culture underpinned by policies, procedures and due process to monitor the effectiveness of these across the academies.

4.4.3 Review the safeguarding audits across the trust, identifying best practice and areas for development.

4.5 Stakeholders

4.5.1 Engaging pupils, parents and the wider community in promoting and improving educational performance and wider outcomes for all pupils throughout the trust.

4.5.2 To monitor the views of pupils, parents and carers to evaluate the ways in which each school actively responds to the views of pupils, parents and carers.

4.6 Behaviour and Attendance

- 4.6.1 Monitoring current and emerging patterns, trends and risks relating to attendance, behaviour and exclusions for all schools in the trust, and ensuring that appropriate action is planned and taken in order for schools to meet agreed targets

4.7 Continued Professional Development

- 4.7.1 Promoting, ensuring and scrutinising school to school partnership working, through dissemination of good practice, collaboration and across-Trust training
- 4.7.2 Monitoring the effectiveness of professional development of staff

