NEWHAM COMMUNITY LEARNING

Local Schools | Global Vision

TERMS OF REFERENCE

Standards & Community Committee

The Standards & Community Committee is a Committee of the Trust Board, and acts in accordance with these terms of reference.

As a Committee, it is also subject to the Leadership and Governance Decision Planner, part of the Scheme of Delegation.

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Approved by:	**Newham Community Learning (NCL) Trust Board**
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1. Newham Community Learning: Standards & Community Terms of Reference

1.1. Introduction

The Trustees have the power to establish any Committee to assist in the conduct of the business of the Trust. The Leadership and Decision Planner details that the Trust Board is the decision making authority - the work of this Committee is to scrutinise the items within its remit, as described in this document. Further to this scrutiny, the Committee then *recommends* that the Trust Board approve the decision that it has scrutinised. Should the Committee wish to seek further information from the Executive, it is empowered to do so. Further details regarding the authority of this Committee is provided in section 1.3 below.

Details of the Committees established by the Trust are noted in the Trust's Structure Diagram which forms part of this Scheme of Delegation suite of documents.

The Trust Board has established this Committee pursuant to Article 100 (b) in the Trust's Articles of Association.

1.2. Membership and clerking

Members of the Committee will be NCL trustees, from whom a Chair will be appointed. The Committee structure includes permanent guests, who will be invited to all meetings, but who will not participate in decision making. Other guests may also attend as invited, but will not participate in decision making.

The meetings of the Committee will take place as and when required, depending on the nature of the Trust's current and planned growth projects. The Committee will meet a minimum of three times per year. All meetings shall be minuted by an external clerk, in accordance with the Trust's governance support arrangements.

1.3. Authority

The Standards and Community Committee is a Committee of the Trust Board and is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to:

a. recommend and/or propose key decisions that fall within its remit to the Trust Board;
b. request any information it requires from any member of the Central Team and Executive Group members, and/or other assurance providers such as external audits/review leads; and

c. obtain outside professional advice it considers necessary, normally in consultation with the Headteacher and/or Chair of the Local Governing Board.

1.4. Reporting

The Committee will:

a. communicate agenda items approved and actions agreed to the Executive Group;
b. report back to the Trust Board regularly every term; and
c. provide a termly summary report covering key findings, recommendations and conclusions.

1.5. Constitution

The Chair will be a Trustee and will be appointed as Committee Chair by the Trust Board, taking into account the required skills and experiences required for the position and the balance of Chairing responsibilities within the Trust. The Chair of the Committee will not sit on any other Committee in order to maintain a clear separation of roles. The Chair of the Committee will not be the Chair of the Trust Board.

Members of the Committee are appointed by the Trust Board and usually number between four and six trustees. Lead executives are also part of this Committee and support its work, as described below.

The Trust's School Improvement Leads (Primary and Secondary) will be the key members of the operational staff who will support the work of the Committee (including agenda planning and actions delivery) and who will attend all meetings, but who will not be members of the Committee.

The Trust's School Improvement Leads may invite guests (including Headteachers) based on the meeting agendas.

1.6. Frequency of meetings

The Committee will normally meet three times a year, scheduled to enable recommendations to be referred to the Trust Board with minimum delay.

Additional ad hoc meetings may be arranged to deal with identified significant issues or to cope with increased workload.

1.7. Core functions

The primary function of the Committee is to ensure, on behalf of the Trust Board, that the senior Trust and school leadership teams and their Local Governing Bodies are held to account for the sustainable improvement of all schools in the Trust, so that students are able to achieve the targets set. Wellbeing of all students and staff, as well as achievement, are the other overarching priorities of the Committee.

The Committee will, in conjunction with school and Trust leaders, and guided by of the views of the Trust Improvement Leads, agree a set of key performance indicators (KPIs) which will be used by all schools, in order that the Committee is able to review data in a standardised agreed format and use this to report back to/make recommendations to the Trust Board. The Committee will ensure that various school based reporting to a variety of stakeholders is standardised (e.g. Headteachers' Report to the LGB).

1.8. Key areas of responsibility

1.8.1. Safeguarding

a. To ensure that the Trust has a single, cohesive approach to safeguarding across all its schools and central team;
b. To ensure that safeguarding runs as a 'golden thread' through all activities undertaken at Trust and at school level;
c. To ensure that policies and procedures in school are fit for purpose and are adhered to (including safer recruitment policies and practices);
d. To ensure that trustees and governors complete all statutory safeguarding training annually;
e. Contribute to annual safeguarding reports as required and to provide a summary of their content to the Trust Board; and
f. Participate in any safeguarding audits that may be undertaken from time to time;

1.8.2. Staff Wellbeing

a. Review the outputs of any staff surveys carried out, and monitor the implementation of resulting action plans;
b. Monitor the impact of initiatives on staff work life balance and escalate any concerns to the Trust Board; and
c. Pay due regard to ensuring that leaders and teachers are able to have a satisfactory work life balance.

1.8.3. Governance of educational standards

a. Promote high expectations for standards and learner outcomes;
b. Drive continuous improvement and ensure rigorous processes of personalised target setting;
c. Ensure consistency, diversity and inclusion through implementation of The Trust's strategies, policies and procedures;
d. Assess the performance of the schools within the Trust as a Group, developing standard reporting mechanisms and benchmarks which can be used to further drive improvement (e.g. review the Trust's standard Headteachers' Reports and feed back to the Trust Board);
e. Review annually and recommend for the consideration of the Trust Board any amendments to the School Improvement Committee agreed terms of reference;
f. In conjunction with officers of the Trust, review relevant policies in line with the policy review schedule and make appropriate recommendations for change to the Trust Board, monitoring the effectiveness of implementation and level of congruence between policy and practice

particularly in relation to:

- The behaviour policy and all strategies relating to behaviour, social and emotional aspects of learning , sanctions and rewards; and
- Diversity and inclusion and robustly challenge any discrimination against students on the grounds of gender (including gender reassignment), race disability, sexual orientation, religion and belief, marital / civil partnership status or age where applicable; and

g. Ensure all statutory assessments, including the administration and invigilation of national tests and exams, are conducted effectively in line with the Trust's policy and adhere to examining body criteria/specifications, seeking assurances that all results have been forwarded in a timely manner to learners, parent/carers and the appropriate bodies.

1.8.4. Strategic Planning

a. Contribute to the design and delivery of all work streams that support the Trust's Improvement Plan to support the 'highest possible quality of education in all our schools' - ensuring that all risks to the achievement of this objective are controlled and reported back to the Committee;
b. In conjunction with Trust personnel, ensure that the School Improvement Committee agenda planning and LGB meetings and feedback enables effective scrutiny of data and reporting which focuses activity upon the strategic and local priorities identified for the forthcoming year; and
c. At an overarching level, monitor attendance across all year groups and vulnerable groups and the impact of any action taken.

1.8.5. Educational Outcomes

a. Conduct scrutiny of data and the reporting of standards, examination results, national assessments and progress in order to ensure accountability and to feed back to the Trust Board;
b. Carry out regular reviews of student progress and attainment data to ensure performance and outcomes are in line with agreed objectives, targets and indicators;
c. Track and monitor students' progress and assess the impact of interventions where progress is low;
d. In conjunction with school and Trust leaders, carry out periodic reviews of teaching and learning across all Trust schools, helping to identify and share areas of best practice as well as areas of weakness, ensuring that the results are shared; and
e. Ensure, measure and benchmark quality assurance and evaluation processes to drive continuous improvement and secure high levels of learner attainment and achievement.

1.8.6. Education Provision

a. Monitor the implementation of Trust standards to ensure the delivery of a high quality of education provision and services for students at all schools in the Trust and keep them under review;
b. Ensure the development and provision of a broad and well-balanced curriculum, assessing its impact upon student learning, and encourage innovative teaching practice to achieve consistently good or better teaching standards, including the learning environment;
c. Ensure a high quality of careers education information, advice, guidance and support (CEIAGS) in secondary schools so that students' interests and abilities are matched to appropriate pathways in order for them to achieve the best possible outcomes;
d. Oversee the quality of learning, progress and attainment for students with special educational needs and/or disabilities (SEND) and other identified groups including gifted and talented; black and other minority ethnic; travellers; looked after children; free school meals and pupil premium; and
e. Working closely with school and Trust leaders, develop a strategic plan for any 'supported school' which includes the identification of any areas for improvement, with specific focus on educational standards and attainment.

1.8.7. Stakeholder and Community Engagement

a. Promote the Trust strategy for involving stakeholders and the wider community;
b. Ensure that all schools in the Trust sufficiently engage with a cross-section of groups to ensure that all schools secure their full published admission number (PAN);
c. Ensure that parents are kept informed of their child's progress at regular intervals across the year, and as a minimum, meeting statutory requirements of an annual written report;
d. Enable strategies, policies and standards to be set, and decisions to be made, which properly take into account the perspective of key stakeholder groups;
e. Working closely with school and Trust leaders, seek regular feedback from key groups including parents, staff and students to inform future strategy; and
f. Ensure that as a community-focussed Trust, the use of the Trust's resources are made available to the wider community.

1.8.8. Equalities

a. Ensure the Local Governing Boards fulfil their responsibilities to employees under the Equalities Act 2010;
b. Review and recommend to the Trust Board for approval the Trust's Equality and Diversity Policy;
c. Review the Trust's Equality Objectives and Action Plan every four years and recommend to the Trust Board for approval; and
d. Receive annual equalities information and analysis reports from all schools and feedback any areas of concern to the Trust Board.

1.8.9. Trust Development

a. Working with the Trust Improvement Leads, oversee whole Trust reviews in all areas of curriculum, behaviour, teaching and learning in order to ensure best practice is shared and the Trust's resources are deployed judiciously;
b. Lead on the oversight of the educational standards and outcomes of any school looking to join the Trust; and
c. Work with the Trust Board and other Committees as required and consider any matters which are outside the strategy but which may contribute to the longer term sustainability and viability of the Trust.

1.8.10. Compliance

a. Work with school and Trust leaders and with the Trust Board Trustees to consider and respond as appropriate to Ofsted's regulatory judgements and reporting.