

Terms of Reference for the School Improvement Committee of the Governing Board of Hazeldown School

Membership: Sarah Leaman, Luke Pattison, Laura Parfitt, Kirsty Prentice, Sandra Reynold-Chavasse, Headteacher, Dave Dawson

Associate members: Lee Goodenough

Quorum: 4 Governors

Chair of Committee: Sarah Leaman

Clerk of Committee: Mandy Atkinson

Agreed at meeting of the full governing board on: 12th September 2018

Review date: September 2019

The governing board responsibilities for School Improvement including links with parents

The governing board is the strategic lead for the school and has a vital role to play in making sure every child gets the best possible education. For maintained schools this is reflected in the law, which states that the purpose of maintained school governing boards is to 'conduct the school with a view to promoting high standards of educational achievement at the school'. The Governance Handbook also states that one of the core functions of the governing board is: 'Holding the headteacher to account for the educational performance of the school and its pupils'. They should do this by making sure they have at least one governor/trustee with specific skills and experience of performance data, and by asking questions such as:

- Which groups of pupils are the highest and lowest performing, and why? Do you have credible plans for addressing underperformance or less than expected progress? How will we know that things are improving?
- Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school? What is your strategy for improving the areas of weakest performance?
- How are you going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, boys and girls, those of a particular ethnicity, and any who are currently underachieving?

- Have your decisions been made with reference to external evidence, such as Ofsted's Data Dashboard, Analyse school performance service (formerly RAISEonline), Fischer Family Trust etc. How will you know if your approach is working? Will the impact of decisions and interventions be monitored and supported?
- Is this a happy school with a positive learning culture? What is our track record on attendance, behaviour and bullying? Are safeguarding procedures securely in place? What are we doing to address any current issues, and how we will know if it is working?
- How good is our wider offer to pupils? Is the school offering a good range of sports, arts and voluntary activities? Is school food healthy and popular?
- Do we listen to what pupils and parents are telling us?

Many governor/trustees may not be familiar with looking at and understanding data. There is a large volume of data available. It is essential that every governing board have at least one governor with the skills to understand and interpret the full detail of the performance data available. These governor/trustees should make sure that the wider governing board has a correct understanding of the school's performance. They should identify from the data the issues that most need to be discussed. Other governor/trustees should learn from them and undertake any available training opportunities to improve their confidence and skills in looking at data.

Best Value

The governing board will ensure the principles of Best Value are followed when making decisions. The principles of best value are:

- Challenge – why, how and by whom an activity is carried out;
- Compare – performance against other schools and between parts of each school;
- Consult – involving stakeholders, especially pupils and parents;
- Compete – as a means of securing efficient and effective services.

Withdrawal

Any governor/trustee or associate member employed to work at the school, other than the headteacher, must withdraw from the meeting for discussions and decisions concerning the pay or performance of anyone employed at the school. The Headteacher must withdraw if his or her pay or performance is being discussed. Any governor/trustee or associate member must withdraw where there may be a conflict of interests with items declared on the 'Register of Business Interests' form. The clerk must withdraw for discussions relating to their own pay or performance.

Matters of Urgency

These may be dealt with by the chair of governor/trustees, chair of the committee and headteacher and reported to the next meeting of the committee or full governing board.

Delegation

Governing boards may use their powers to delegate functions and decisions to committees or individual governor/trustees. It is the overall governing board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governance Handbook.)

Levels of Delegation - Decision or Recommendation

D = **decision** to be taken by the committee and reported to the full governing board in the minutes.

R = the committee to make a **recommendation** to the full governing board, who will make the decision.

Curriculum.

Lead governor / portfolio holder: Laura Parfitt

Duties which are delegated to this governor/ this committee:

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To monitor the implementation of changes to the school curriculum in line with national and local guidelines, legislation and requirements	D
To evaluate information from the head, subject leaders and staff about how the curriculum is taught, evaluated and resourced, report to full governing board	D
To agree the policies for sex & relationships and collective worship	D
To agree the arrangements for educational visits and ensure that they are in line with current Devon County Council guidance (link to Health and Safety)	D
To develop and review a monitoring procedure and cycle for governors focussing on specific areas of the curriculum, linked to the School Improvement Plan. Link to an agreed programme of governor visits at full governing board level	R
To establish/recommend as appropriate the policy and protocol for governor visits to the school. Ensure all governors are aware of and following the agreed structure by monitoring its implementation.	D
To ensure the continued knowledge and understanding of governors in respect of the National Curriculum	D
To monitor and evaluate the provisions of the curriculum to account for the needs of children with SEND, including more able children	D
To ensure statutory information relating to the curriculum is published on the school website including: <ul style="list-style-type: none"> • The content of the curriculum by academic year and subject • How parents (including prospective parents) can obtain further information in relation to the curriculum • Key Stage 1 phonics and reading schemes in operation • Key Stage 4 list of courses leading to GCSE • Key Stage 4 list of other courses offered and the qualifications which may be acquired 	D D D D D
Review & recommend term dates including non-pupil and inset days	R

Vulnerable Pupils

Lead governor / portfolio holder: Sandra Reynolds-Chavasse

Duties which are delegated to this governor/committee:

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To ensure that the requirements of children with Special Education Needs and Disabilities are being met by developing a SEND Policy, including provision for gifted and talented children to recommend to the full governing board. Highlight any resourcing/finance/staffing issues to the Resources committee	R
Monitor the implementation and effectiveness of the agreed SEND policy and report to full governing board. Ensure relevant information relating to SEN is published on the school website.	D
To ensure the needs of <i>all</i> pupils are met by ensuring the relevant policies, practices and procedures are in place and being implemented effectively for all vulnerable groups. (Including: children in care; children with medical needs in school; children with English as a second language; children who attract additional funding – such as Pupil Premium, Sports Grant, Free School Meals - ; ethnic minority and traveller children; forces children etc.)	D
Ensure that governors involved with SEND monitoring have current valid training to support their role.	D
To ensure that the school meets the statutory requirements relating to equality legislation including providing information (or an agreed policy) on the school website to comply with the Public Sector Equality Duty.	D
To ensure the governing board meets their statutory duty to be involved in the formulation of the 'Local Offer' with the Local Authority. (The LA has a legal duty to involve parents, children & young people in the development of the local offer, i.e. what can be expected for all children & young people with SEND)	D
To monitor and evaluate the impact of Year 7 Catch-up Premium, Pupil Premium and Sports Grant funding and report to full governing board. Ensure information is published on the school website to show how the money has been spent.	D
Ensure an attendance register is taken daily at school. Monitor pupil attendance and set targets as necessary. Review and evaluate progress towards these targets. Monitor exclusion procedures and exclusion data, including pupils on a part time curriculum. Have due regard for children potentially missing from education. Review the Attendance Policy.	D
To review and agree, with the headteacher, the Behaviour Policy and Behaviour Principles. Ensure the Policy and relevant information is published on the school website and there is continuity of application throughout the school.	D
To review and agree the Child Protection Policy (including Cyber Bullying and e-safety strategies) on an	D

annual basis. Monitor and evaluate implementation of the policy and report any concerns/ areas for improvement to the full governing board.	
To ensure that the annual Safeguarding Audit, as requested by the Education Welfare Service, is completed and submitted (Autumn term)	D

School Improvement

Lead governor / portfolio holder: Sarah Leaman

Duties which are delegated to this governor/committee:

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To contribute to strategic planning within the school and to recommend the School Improvement Plan (School Development Plan) to the full governing board, to include identified governor/trustee monitoring and evaluation criteria. Ensure that in formulating the plan Ofsted judgements, the vision for the school, current statutory responsibilities and school action plans are incorporated.	R
To review and evaluate the success and impact of the School Improvement Plan in conjunction with the head, senior leadership team and/or subject leaders, in accordance with the agreed formal monitoring arrangements. To identify areas for additional support/intervention and recommend allocation of resources, report to full governing board.	R
To review and interrogate the external data available for the school and report/explain key messages, including benchmarking information, to the governing board. Ensure that governors involved with data analysis have current valid training to support their role. Ensure there a link to the DfE school performance table website on the school website.	D
To ensure the continued knowledge and understanding of governors in respect of the Ofsted inspection framework including any changes since the school was last inspected and statutory responsibilities.	D
To ensure that the schools' most recent Ofsted report, or a link to it, is available on the school website. Ensure that the governing board is aware of the key findings of the most recent report and monitor actions being taken and progress relating to areas for improvement.	D
To analyse Key Stage 2 or Key Stage 4 data and results, including benchmarking, and report to the full governing board. Ensure that the most recent results are published on the school website in line with statutory requirements.	D
Review pupil attendance data and set targets	D

Community and Parent Links

Lead governor / portfolio holder: Kirsty Prentice

Duties which are delegated to this governor/committee:

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To assist the headteacher in promoting good relationships and communication with parents and the wider community.	D
Ensure that the needs of stakeholders are monitored and responded to effectively with regards to duties under the Extended Services legislation. Keep services under review and make recommendations to develop and adapt services to react to changes in need.	R
To assist with and oversee the development of the school website, including ensuring statutory policies and information appears on the website in a timely manner.	D
To ensure a Complaints Procedure is in place and monitored. Review complaints and look for any common themes. Investigate any changes in practice required and recommend to the full governing board.	R
If the school has a home-school agreement is in place review the agreement and seek input from stakeholders (pupils; parents and carers; staff) to inform changes in the document.	D
To ensure the statutory duties relating to pupil record keeping, disclosure of information and pupil reports are fulfilled. Including reviewing and updating the Data Protection Policy and the Freedom of Information Publication Scheme, in line with statutory duties.	D
To encourage wider networking with other schools in the locality, nationally and internationally to inform and enhance opportunities for children and young people, facilitate staff development and sharing of good practice, moderation of pupils work, transition processes and benchmarking.	R

Safeguarding

Lead governor / portfolio holder: Luke Pattison and Sarah Leaman

Duties which are delegated to this governor/committee:

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It is the responsibility of the Governing Board to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local authority and DSCB and national guidance.

In addition to considering the delegated responsibilities of the Safeguarding Governor(s) the Governing Board should also nominate a member to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher (Keeping Children Safe in Education [KCSiE] guidance states that this should be the Chair).

D Delegated to Governor(s) **R** Recommend to Full Governing Board

The Safeguarding Governor(s) will undertake appropriate governor training in order to fully understand their role.	D
To keep the Governing Board up to date with work undertaken by the Safeguarding Governor through regular (termly) written reports supplied to the clerk to disseminate to the FGB. (To ensure that statutory requirements are met, use the termly safeguarding data collection sheet found on Governance pages of Babcock LDP website.)	D
To ensure that the school appoints a Designated Safeguarding Lead (DSL) for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to child protection training.	D
To ensure that the DSL role is clearly defined in the role holder's job description and the DSL receives refresher training at prescribed intervals.	D
Monitor and ensure that all staff, including temporary staff and volunteers, are provided with the school's safeguarding / child protection policy and staff behaviour policy/code of conduct.	D
To monitor and evaluate the school's application of the agreed child protection policy and procedures, including the staff behaviour policy/code of conduct.	D
To recommend policies for review by the FGB, checking that the school has ensured that they are consistent with DSCB and statutory requirements, reviewed annually cross referenced and made publicly available on the school's website.	R
To monitor and evaluate the school's procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children. Ensure that these are in line with statutory requirements and are effective.	D
To monitor and evaluate the school's safer recruitment procedures, including statutory checks on staff suitability to work with children and disqualification by association regulations. Ensure these are followed.	D
To monitor the staff training requirements for all staff and volunteers, including the Headteacher and ensure these meet statutory requirements. Check that all staff receive information on induction about the school's safeguarding arrangements, staff behaviour policy or code of conduct and the role of the DSL.	D
Monitor and evaluate the arrangements for child protection training, including staff being regularly updated in line with statutory requirements– 'at least annually' for DSL.	D
Monitor and evaluate how the school ensures pupils are taught about safeguarding, including online, as part of a broad and balanced curriculum.	D
To ensure that the school has met its statutory duties (Section 175/157 Education Act 2002) by completing and returning the annual safeguarding audit to the Local Authority. Ensure	D

that any weaknesses identified are rectified by the school without delay.	
Prepare an action plan against weaknesses identified in the audit, plus any other areas identified in need of additional attention. Monitor and evaluate this action plan.	R
To ensure that all staff and volunteers have received KCSiE (Keeping Children Safe in Education) statutory guidance.	D
To monitor and evaluate the Single Central Register (SCR) annually and sign it, but more frequently in larger schools or where staff turnover is high (termly).	D
Online Safety	
To monitor and evaluate the online safety policy and report to FGB. Policy/guidance on the use of mobile technology for both staff and pupils needs to be present (this could be part of online safety policy or acceptable user policy – see models a and b below).	D
To monitor and evaluate the school's effective application of the online safety policy.	D
To ensure that the school follows all current online safety advice and keeps the children and staff safe.	D
To support the school in encouraging parents and the wider community to become engaged in online safety activities.	D