

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

School Year 2024-25

Membership: All members of FGB. (Associate Members may also attend)

Quorum (minimum of 3): 3

Chair of Committee: Dave Dawson

Clerk of Committee: Tim Syngé

Meeting dates for Wednesday 9 October 2024

Academic year 2024/25 Wednesday 29 January 2025

Wednesday 7 May 2025

Date agreed (at meeting of Full Governing Body): Wednesday 11 September 2024

Date for next review: September 2025

School Improvement

Lead governor / portfolio holder: Dave Dawson

Policies and Documents delegated to this governor/trustee / this committee:

- Results – the most recent Key Stage 2 or 4 results to be published on school website (Statutory)
- Ofsted Report, or a link to it, published on school website (Statutory)
- Performance tables, link to the DfE website available on school website (Statutory)
- The School Improvement Plan 2024/25

Duties which are delegated to this governor/trustee / this committee:

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.)

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

R = Recommend (to FGB)

D = Decide

The governing board's responsibilities for teaching and learning 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

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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.

Note from The Governance Consultancy Team: The level of delegated decision making given to a committee needs to be agreed by the full governing board. Full delegation (within legal requirements) is suggested within these terms of reference, but you may wish to set different levels with the committee making more recommendations and fewer decisions. Whatever you decide, make sure there is no duplication between the work of the committee and the full governing board. All delegated decisions must be reported to the full governing board through the minutes from the committee.