



Reigate
Parish Church
Primary School

Reigate Parish Church Primary School

Terms of reference for Children, Standards and Learning Committee September 2016

Membership

7 Governors including the Head Teacher. Members of the teaching staff with subject leadership responsibility may be invited to attend this meeting when necessary.

Quorum

4 Governors, including the Head Teacher or the Head Teacher's nominated Governor.

Meetings

Usually once a term and otherwise as required. One week's notice of meetings, with papers sent out in advance. If it is needed, the committee may establish a working party to address particular issues, to report back to the committee. The committee's Terms of Reference will be reviewed annually.

Function

To advise the Governing Body on how the school enables pupils to fulfil their potential during their time at our school and to meet statutory requirements of securing high standards (progress and attainment). Tools for this will be the School Development Plan, Self Evaluation Form, data analyses, SEN termly reports and other documents.

To advise the Governing Body on whether appropriate steps are taken by the school to ensure the safeguarding, personal development and well-being of children at the school.

The committee will use a variety of ways to monitor how well the school is addressing those areas and to flag up any other areas of concern.

Policy and statutory requirements

- (a) To ensure that the statutory requirements of the curriculum are being met and that the School Improvement Plan addresses curriculum priorities.
- (b) To ensure that the school offers a *broad and balanced* curriculum that meets pupils' needs, *aptitudes and interests and focuses on priorities which ensure pupils make excellent progress in reading, writing and mathematics.*
- (c) In consultation with the headteacher and appropriate staff, to monitor and keep under review curriculum policies and the sex and relationships education policy and ensure any amendments are presented to the governing body for approval.

- (d) In consultation with the headteacher and appropriate staff, to monitor and keep under review religious education (RE) and collective worship policy.
- (e) To ensure that the School meets the statutory requirements in meeting the needs of pupils with special educational needs (SEN), publishes and makes parents aware of its SEN policy and reports annually on the policy's success.
- (f) To monitor the impact of the equality policy in relation to teaching and learning, curriculum, assessment, achievement and progress.

Curriculum Provision

- (g) To monitor:
- (i) the impact of intervention strategies *and additional support*;
 - (ii) the effectiveness of assessment techniques, including assessment for learning;
 - (iii) the impact of provision for *disabled pupils and those* with special educational needs;
 - (iv) the impact of provision for *different groups of pupils*, including disadvantaged, vulnerable, looked after children and **gifted, talented and able** pupils;
 - (v) the effectiveness of the quality of teaching and learning *and in particular in* **phonics**, *reading, writing, communication and mathematics*;
 - (vi) the effectiveness of partnerships *with other schools, external agencies and the community (including business) in improving the school, extending the curriculum and increasing the range and quality of learning opportunities to ensure children make good progress from their starting points and attainment in phonics, reading, writing and mathematics.*
- (h) To monitor the *spiritual, moral, social and cultural development of all pupils* **and the promotion of British Values**.

Pupil Performance

- (i) To monitor pupil performance, as follows:
- (i) scrutinise RAISEonline data, local and school data *and the effectiveness of data-tracking in monitoring pupil progress*;
 - (ii) *scrutinise other performance data available to school*
 - (iii) *Review pupil progress (3-year trends) taking account of different groups of children and subjects, including those who have received intervention/additional support, those who joined the school after the normal phase transfer time, together with expected rates of progress*;
 - (iv) *where applicable, review information on the proportion of pupils attaining particular standards against national averages, with a focus on pupil attainment in reading, writing and mathematics, the outcome of most recent phonic screening check, average point scores etc*;
 - (iv) scrutinise External Adviser reports.
- (j) *To ensure that the pupil premium and other resources are used to overcome barriers to learning, including reading, writing and mathematics.*
- (k) To ensure that parents are kept informed of pupil progress in accordance with statutory requirements.

General

- (l) *To ensure that methods of self-evaluation are robust and underpin actions and plans that focus on areas requiring improvement and are regularly updated to reflect information on curriculum and standards.*
- (m) To report the Committee's resolutions and recommendations to the next full meeting of the governing body.
- (n) To keep the terms of reference under review and recommend any changes to the governing body prior to the annual review of committees.

(o) To determine any other matters referred to the Committee by the governing body.