

## **Governing Body – Terms of Reference 2018 - 2019**

### **Quality Assurance Committee (QAC)**

#### **Membership**

- Not less than 3 Governors appointed by the Governing Body plus any associate and ex-officio members;
- The Committee may make recommendations to the Governing Body for co-optation of non-Governor members;
- The Chair should be appointed at the beginning of the first meeting of each school year by the Committee. The Chair must be a full Governor;
- In the absence of the Chair, the Committee shall choose an Acting Chair for that meeting from among their number. This must be a full Governor;
- In the absence of a Clerk, the Committee shall choose a Clerk for that meeting from among their number;
- Members are required to declare an interest in any matter that affects them. Having declared an interest, the member is required to leave the room and take no further part in the discussions on that item;
- The quorum, for the meetings shall be 3 members who are full Governors.

#### **Disqualification**

None

#### **Meetings**

- Will be held at least termly. A calendar will be published at the beginning of the school year. Additional meetings will be called if required;
- Will not be open to the public but minutes will be available for inspection, except for Part II minutes which include details of staff and/or pupils and are confidential;
- Will be open to any member of the Governing Body that would like to attend. Agendas will be circulated to all Governors;
- Voting rights are restricted to the full members of the Committee. Associate members and those co-opted to this group have no voting rights;
- In the event of a tied vote the Chair or Acting Chair shall have a second or casting vote;
- Minutes will record those present, the date and any votes, decisions, action points, recommendations or challenges;
- Minutes should be produced within 15 working days following the meeting and will be sent to the Committee by email for comment and update as necessary. Minutes will be formally approved at the next Committee meeting;
- All agreed actions and decisions will be reported to the next meeting of the Full Governing Body, with a copy of the minutes of the Committee distributed to all Governors as soon as possible after their approval. Items that are deemed confidential by the Committee shall be recorded in a separate minute and reported verbally at the next Full Governing Body meeting. Any such confidential item does not have to be made available for inspection.

## General Terms

- To act on matters delegated by the Full Governing Body. The matters that follow are delegated in full to the QAC;
- To be responsible for producing an annual work program for the Committee;
- To liaise and consult with other Committees where necessary;
- To ensure the Governors have a clear understanding of the vision and aims, strengths and weaknesses of the school so they can effectively contribute to the schools' self-evaluation processes;
- To contribute to the SEF and School Development Plan, setting the strategic directions and, in conjunction with senior leaders, setting the priorities for the schools;
- *Although primary responsibilities for Health & Safety and Safeguarding are delegated to the FRC, all committees are expected to consider these when undertaking all Committee functions and whilst making any decisions;*
- To act as an analytical partner for all staff and provide challenge to school leaders;
- Any decisions which require a spending commitment over and above agreed budget provision must be referred to the FRC;
- Ensure equal opportunities and promote inclusion for all;
- Reviewing progress against equality objective action plan.

## Specific Terms

### Pupil Outcomes

- To assist the Governing Body in fulfilling its responsibilities to ensure the overall aim and focus of the school is to provide the highest quality of provision to support the development of all pupils in the school;
- Monitor closely and evaluate the standards and achievement of pupils and the quality of the education provided;
- Discuss the targets set for all cohorts to ensure they are as aspirational as possible for all pupils;
- Provide strategic and in depth monitoring, questioning and advice, so ensuring that each child makes at least the required progress and develops to reach his or her full potential;
- Identify underachieving pupils and ensure appropriate actions are taken;
- Monitor the impact of proposed and completed interventions, ensuring focus on 'closing the gap';
- Monitor and evaluate the schools provision for vulnerable groups and pupil progress in relation to the targets set with specific reference to those groups, particularly Pupil Premium and More Able;
- Ensure the requirements of children with Special Educational Needs and Disability and Looked After Children are met;
- Monitor the provision of the schools' Local Offer for pupils with SEND;
- Receive and critically review school performance data including any provided by the Local Authority, Data Dashboard, RAISE Online and any other external sources;
- Ensure all Governors have a good understanding of the pupil achievement in relations to national standards and schools nationally.

### Teaching Profile, Curriculum & Assessment

- Receive and critically review reports from the Executive Principal and Heads of School on the monitoring of the quality of teaching and learning and how it is impacting on key improvement priorities identified in the School Development Plan;
- Review any reports as and when requested from key staff such as curriculum leaders, phase leaders or senior leaders;
- Monitor progress in meeting key issues identified by any external monitoring including the SIP and Ofsted;
- Monitor the impact of the Curriculum Policy and the Teaching and Learning Policy on pupils' learning and achievement;
- Monitor the depth, breadth, balance and challenge of the curriculum offer;

- Take account of whether there has been a positive impact on pupils from any decisions taken by this Committee;
- Review regularly the Assessment and Marking and Feedback Policy;
- Review and evaluate the quality of teaching and learning, provision in Early Years, the impact of pupil involvement in school, such as School Council, quality of PHSE provision;
- Review and evaluate the implementation of policies for collective Worship and Sex & Relationship Education;
- Provide information to the full Governing Body about how the curriculum is taught, evaluated and resourced and on pupil attainment and progress;
- To assist the Governing Body to fulfil its school curriculum responsibilities;
- Agree performance targets of teachers.

**Attendance, Behaviour & Well-being**

- Review and evaluate in detail attendance and behaviour and the impact of relevant policies and procedures;
- Oversee the arrangements of educational visits and discuss their impact on learning;
- Monitor the impact of enrichment activities including visitors, activities and clubs;
- Monitor the schools work with parental involvement;
- Analyse parental questionnaires and receive parent views and ensure these are reflected in the School Development Plan;
- Monitor the schools’ activities in relation to the Equalities Act;
- Identify and celebrate pupil achievements;
- Liaise with the FRC on funding priorities necessary to deliver the curriculum.

The Executive Principal has the authority to make decisions if a delay in making that decision is likely to be detrimental to the interests of the school, a pupil at the school or their parents, or a person that works at the school.

**Chair of ALP:**

**Date:**

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