

## Terms of Reference

### Curriculum and Community Committee

- Membership** : At least three governors plus the Headteacher (who is a governor and counts as such in terms of being quorate). In addition, the governing body may appoint associate members to the Committee in order to draw on expertise and experience from both inside and outside the school.
- Quorum** : Three governors, in addition the meeting will not take place unless the Headteacher or her/his representative is present.
- Chair** : To be appointed by the governing body at its first meeting in the Autumn term, to continue in office until the first meeting of the Governing Body in the following Autumn term.
- Clerk** : A named individual, who can be a governor (including the Committee Chair) but not the Headteacher, will be appointed by the Governing Body at its first meeting in the Autumn Term.
- Voting** : All governors have voting rights. Associate members may vote in a subcommittee if the full governing body have given them this right and have minuted this decision. They may be excluded from any part of a committee meeting when the item of business concerns an individual member of staff or a pupil. The chair shall have the casting vote.
- Confidentiality** : Absolute confidentiality must be maintained in respect of any item concerning individuals
- Meetings** : A minimum of one per term in advance of the main governing body meeting, with additional meetings as necessary.
- Reporting back** : A written report will be made to the next ordinary meeting of the Governing Body. This will include decisions made under delegated powers by the Committee and recommendations where there is no delegation.

#### Remit

- To receive reports from members of staff about matters relating to any of the issues listed in their terms of reference;
- To contribute to, monitor and evaluate relevant parts of the school development plan and the policies allocated to them, reporting or making recommendations to the full governing body;
- To consider recommendations from relevant external reviews for example audit, Ofsted or local authority review, to agree the actions needed to address any issues identified and to monitor and evaluate regularly the implementation of any plan agreed, reporting or making recommendations to the full governing body;
- To consider the views of students when making strategic decisions that will impact on them;
- To consider the impact on equality, referencing the protected characteristics, when making recommendations and when reviewing/drafting policies. To take appropriate action on any other relevant matter referred by the governing body;
- Will oversee pupil achievement, ensuring the school provides a high quality learning experience

and delivers a broad and balanced curriculum in keeping with the school's aims, all pupil needs and legal requirements;

- Will monitor and evaluate relevant issues in the SIP (School Improvement Plan) notably:
  - How the school deals with its statutory obligations in relation to the National Curriculum;
  - The performance of different groups, subjects and key stages making relevant comparisons to local and national data and analysing trends;
  - The SEN policy, monitoring provision and ensuring that the school fulfils its responsibilities for pupils with special educational needs and with disabilities;
  - Provision for, progress and attainment of vulnerable groups e.g. looked after children, young carers, and the effectiveness of any intervention strategies;
  - The quality of teaching and learning;
  - Provision and policies for sex and relationships education, religious education and collective worship and make recommendations to the governing body as necessary;
  - The range and impact of extra-curricular activities on pupil learning.
  
- Will monitor and evaluate key issues in the SIF notably:
  - The school's contribution to pupil well-being, including the extent to which pupils feel safe, adopt healthy lifestyles and contribute to the school and wider community;
  - Child protection and safeguarding policies and procedures and the Prevent Agenda;
  - The policy on behaviour and associated policies e.g. anti-bullying, and the impact on exclusions in the school;
  - Attendance patterns and trends;
  - The views of pupils and how these are taken into account;
  - The policies and provision relating to home/school links and community cohesion;
  - The effectiveness of partnerships with other schools, external agencies and the community including business, to improve the school, extend the curriculum and increase the range and quality of learning experiences for pupils;
  - The engagement of parents with the school, parental views and how these are taken into account and consider ways in which home-school links can be further developed, making appropriate recommendations;
  - The effectiveness of communications with parents including statutory requirements such as the complaints policy, home-school agreement plus non statutory approaches such as the website.
  - Community links and community use of the school, monitoring and evaluating the school's contribution to promoting community cohesion.