

## **Blenheim High School – Achievement and Learning Committee**

### **Terms of Reference**

#### ***Purpose of the Achievement and Learning Committee***

The Committee is responsible for challenging the Headteacher and the Leadership Team, and for holding the school to account for students' achievements and progress. This to be achieved by comparing the school to Local and National data and challenging the data provided by the school through examination results; other assessments undertaken throughout students' time at the school; and by using the Ofsted and FFT data dashboards.

#### **Accountabilities**

The Principal delegations to the Achievement and Learning Committee from the Full Governing Body are as follows;

- Rigorous analysis of pupil progress and attainment information with comparison against local and national benchmarks and over time
- Identifying how all groups of pupils are performing against targets, understanding why, ensuring that school leaders have credible plans for addressing underperformance or less than expected progress and ensuring that the FGB understand whether things are improving and have plans to address where they are not.
- Agreeing how the school is going to raise standards for all children, including the most and least able, those receiving FSM and those who are more broadly disadvantaged, those with special educational needs, Boys, Girls, those of a particular ethnicity and any who are currently underachieving
- Analysing which year groups or subjects get the best and worst results and why, understanding how this relates to the quality of teaching across the school and understanding the strategies for improving the areas of weakest performance
- Ensuring that the school delivers a broad and balanced curriculum that meets the needs of all students.
- Monitors investment decisions to ensure that the school is using it's assets to improve pupil outcomes
- Use attendance and exclusion data to identify impact on pupil outcomes and monitor actions to address
- Use staff absence and performance data to identify the impact on quality of teaching and the impact on pupil outcomes and monitor actions to address

**Membership** A minimum of six governors, to include the Headteacher or his delegate, one parent governor and one staff governor (teacher) or their delegate, to be appointed at the first Governing Body meeting of the academic year. *The committee may make recommendations to the Governing Body for the co-option of non-governor members.*

<b>Chairperson</b>	A governor, not the Headteacher or the Chairman of Governors. To be appointed by the members at the first meeting following the appointment of members for the academic year. In the absence of the chairman the quorate membership will appoint a chairman for that meeting.
<b>Clerk</b>	Clerk to the Governors. In her absence, one of the members present.
<b>Quorum</b>	Three governors, including the Headteacher or his delegate including one Governor or Parent Governor.

## Meetings

- **Frequency:** Minimum of one per term, prior to the termly Governing Body meeting.
- **Notice:** Minimum of one week, in writing, with agenda.
- **Agenda items:** Items from members to be included in the meeting agenda to be sent to the Clerk at least two weeks prior to the meeting.
- **Any other business:** In order to improve the efficiency of the meeting all items for discussion must be included in the agenda and will not be discussed under any other business unless urgent.
- **Minutes:** To be circulated within two weeks of the meeting. Minutes to be agreed at the next meeting and signed by the Chairperson.

## Responsibilities

The committee is responsible for ensuring that:

- The requirements of students with special educational needs and disabilities are met as laid out in the Code of Practice.
- School leaders focus on diminishing the difference between disadvantaged pupils and pupils nationally in the core subjects.
- School targets and student progress against them are monitored by curriculum area, by key stage, and by attainment group, with a focus on the core subjects.
- Effective action plans aimed at raising the level of achievement of different attainment groups are in place.
- The school meets its responsibilities to offer a broad and balanced curriculum suitable to the needs of its students
- Visits by committee members take place in order to monitor policy over practice.
- Policies relevant to differentiated groups of students including SEND, disadvantaged and GAMA students are in place and that their effectiveness is monitored through scrutiny of progress and attainment data.
- All governors understand and have a sufficient overview of the key student achievement data to inform their work as Governors.

**The Committee will:**

- Regularly review a range of data on targets and achievement by key stage, by year group, by subject area, and by different attainment groups;
- Maintain a working knowledge of relevant comparative data;
- Monitor the curriculum provision to ensure that it is broad and balanced and is suitable for the needs of the pupils.
- Promote a programme of presentations from Core Curriculum Area heads with a focus on their use of assessment for target setting, and actions taken to improve standards of attainment and the progress made by all groups of pupils.
- Contribute to and monitor relevant sections of the School Strategic Plan and the School Improvement Plan, developing supporting policies as necessary.
- Challenge leaders to ensure that teaching is at least good.
- Monitor the school budget to ensure that it is being used to focus on improving standards.
- Monitor attendance and how this is impacting on results.

**Current Policies:** (subject to review)

- Appeals against Internal Assessment
- Controlled Assessments
- SEND (requires FGB approval)
- Ensuring Achievement of Vulnerable Children

**The committee refer to and take regard of the following guidance:**

- Children with Special Educational needs and Disabilities (SEND) September 2014
- Special Educational needs and Disability code of practice 0-25 June 2014
- Working together to safeguard children March 2015
- Keeping Children Safe in Education Sept 16
- A Competency Framework for Governors. January 2017