

Ben Jonson Primary School



Raising Achievement Committee Terms of Reference

Date reviewed: September 2022 by the Governing Body

Date due for review: September 2023

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RAISING ACHIEVEMENT COMMITTEE TERMS OF REFERENCE

RAISING ACHIEVEMENT COMMITTEE

The main function of the committee is to monitor and evaluate the standards and achievement of pupils and the impact of the quality of education provided. In all its business, the committee will take account of whether there has been a positive impact on pupils.

In particular, the committee will:

- Discuss the targets set for all cohorts to ensure they are as aspirational as possible for all pupils;
- Ensure all governors have a good understanding of pupil achievement in relation to national standards and all schools nationally;
- Monitor pupil progress in relation to the targets set and with specific reference to significant groups including the use of Pupil Premium funding;
- Receive and critically review school performance data including any provided by the Local Authority, Data Dash Board, Fischer Family Trust and RAISE online;
- Monitor the impact/outcome of the assessment, curriculum and teaching on pupils' learning and achievement;
- Monitor progress in meeting the key issues identified by any external monitoring e.g. SIP, Ofsted, HMI or LA;
- Provide regular reports to the governing body on pupil attainment and progress;
- Where appropriate, review and evaluate the effectiveness of Local Authority support and intervention.

Membership:	Membership of the committee shall be not less than three governors including the headteacher.
Chair of Committee:	The chair and vice chair of the committee shall be elected annually at the first Raising Achievement Committee of the Autumn Term
Quorum:	Three governors including the headteacher.
Frequency of Meetings:	One per term

Standing Orders:

- The agenda and papers for the meeting shall be distributed at least seven days before the meeting.
- Only full members of the committee, as approved by the Governing Body, shall have the right to vote on any resolution placed before the committee.
- Where there is an equality of votes for and against a particular resolution the matter will be referred back to the next full meeting of the Governing Body.
- The minutes will include a summary of decisions taken and points for action.
- Minutes will be circulated with the papers of the next meeting of the Governing Body.

Declaration of Interests:

Where there is a conflict between the interests of any governor and the interests of the school that governor must declare the interest. He/she may be asked to withdraw from the relevant section of the meeting by the Chair. If the Chair's decision (to withdraw or to remain) is not accepted by members, the matter will be decided by vote of members excluding the member who has declared the interest.

The responsibilities of the Raising Achievement Committee are divided into the following principal areas:

- A. Standards and Assessment
- B. Teaching, Learning and Curriculum
- C. School Improvement

The terms of reference for each area are as follows:

A. Standards and Assessment

Aim: To review and analyse the performance of the school, against national and local indicators, and to advise the Governing Body on any action require in order to sustain improvement;
To ensure that strategies in place are effective in raising achievement for all pupils;
To ensure there is reliable assessment and high quality tracking information for all learners.

How we will perform this function

- (a) Agree targets (statutory and non-statutory) for attainment & progress in consultation with the headteacher.
- (b) Monitor progress towards these targets (especially any underperforming group).
- (c) Monitor actions in school action plan.
- (d) Consider the school's analysis of all pupils' achievement during the year.
- (e) Monitor the progress of; -
 - SEN pupils
 - Ethnic Minority pupils
 - EAL pupils
 - Pupils in receipt of Pupil Premium
 - FSM pupils
 - LAC
 - Boy/girls
 - Any other vulnerable or previously underperforming group
- (f) Explore differences in outcomes between different subjects.
- (g) Agree further strategies for improvement in consultation with the headteacher to incorporate in the SIP.
- (h) Establish and regularly review all policies that relate to standards and assessment matters.
- (i) Consider termly tracking for all year groups and monitor against targets.
- (j) Monitor SATs results and evaluate progression between Key Stages.
- (k) Analyse the school's RAISE Online report.
- (l) Be involved in the monitoring of achievement and assessment throughout school.
- (m) Review phase SEFs and summary SEF regarding the use of assessment to support learning.
- (n) Review, adopt and monitor the impact of any relevant policies and or protocols.

Information to be presented

- Target setting estimates
- Termly summary of school's progress and attainment
- Annotated raising attainment plan
- School Improvement Plan updates
- Annual summary of data analysis
- Summary SEF and Phase SEFs
- Subject Leader reports
- Draft subject plans or amendments to SDP
- Outcomes of pupil progress meeting

B. Teaching, Learning and Curriculum

Aim: To ensure there is high quality teaching and learning across all year groups;

To ensure the school has a curriculum that satisfies statutory requirements and meets the pupils' needs including extension and enrichment activities.

How we will perform this function

- (a) Receive regular reports from the headteacher and/or SLT on the quality of teaching and learning, to identify areas for improvement, and ensure that any necessary action is taken to maximise outcomes for pupils.
- (b) Review curriculum policy (including policies on sex and relationships education, RE and collective worship) and revise in line with any new legislation or guidance.
- (c) Approve the school's curriculum statement and to ensure that its statutory obligation regarding the National Curriculum is met.
- (d) Review the timings for the school day and lunchtime arrangements to ensure that they are appropriate and meet statutory requirements.
- (e) Devise a schedule for subject leaders to give short presentations on aspects of the curriculum with the opportunity for discussion.
- (f) Establish with the assistance of the Head, information about how the curriculum is taught, evaluated and resourced.
- (g) Ask the headteacher to demonstrate that the school is meeting statutory requirements on curriculum, including sex and drugs education, RE and collective worship, equalities and community cohesion.
- (h) Review the curriculum and intervention programme for SEN; EAL; G&T and any other under-performing group.
- (i) Consider report on pupils' participation in extension and enrichment activities in SEF section.
- (j) Review provision and impact of expenditure in relation to those pupils in receipt of Pupil Premium.
- (k) Ensure that the requirements of pupils with SEND are met.
- (l) Ensure that those policies which are statutorily required, are in place and regularly reviewed.
- (m) Receive self-evaluation reports from staff and Subject/Area/Phase Leaders about all matters to do with the curriculum.
- (n) Assist the headteacher in the production of the school prospectus and school profile.

Information to be presented

- Annotated Raising Attainment Plan (RAP)
- School Improvement Plan (SIP) updates
- Summary SEF and Phase SEFs
- Subject Leader reports
- Draft subject plans or amendments to SDP
- Outcomes of pupil progress meetings
- Reports on outcomes of monitoring of teaching and learning – book looks, lesson observations, discussions with pupils etc.

- Policies for review and approval

C. School Improvement

Aim: To ensure that there are effective plans in place to improve the outcomes for pupils in the school and that these plans are shared with the whole school community;
To hold the leadership team to account for the improvement of the school;
To account for the school's improvement to LA and to Ofsted.

How we will perform this function

- Ensure the school leadership has appropriate systems for monitoring and evaluating school improvement plans.
- Ensure that the School Improvement Plan reflects the requirement to raise standards, and to monitor and evaluate it accordingly.
- Quality assure any improvement plan by ensuring that the plan is based on evidence gathered from monitoring and evaluation activities.
- Contribute to the development of School Improvement Plan.
- Monitor the implementation of any Action Plan resulting from OfSTED Inspections, in order to maintain progress.
- Review and monitor relevant areas of the school's school improvement plan.
- Request and receive reports, as and when required, from key members of staff e.g. curriculum leaders and senior leaders.
- Take an active role in the School Self Evaluation cycle, reviewing the School Self Evaluation Form (SEF).
- Review, adopt and monitor the impact of any relevant policies and or protocols.
- Review the impact of partnerships that the school is committed to on improving outcomes for pupils at Ben Jonson.

Information to be presented

- Monitoring and evaluation schedule
- Headteacher's report
- Subject leader action plan evaluations
- Annotated raising attainment plan
- School Improvement Plan updates
- Summary SEF and Phase SEFs
- Outcomes of pupil progress meetings
- Reports on outcomes of monitoring of teaching and learning – book looks, lesson observations, discussions with pupils etc
- Policies for review and approval

