

Terms of Reference 2023/24

Quality of Education Committee



Purpose

To focus on student progress and personal development in their learning, in order to ensure aspirational standards are achieved.

Membership

At least three governors, including either the chair or vice chair, to ensure that the minimum quorum for any committee of three is met. The Chair will be elected by the Committee on an annual basis.

Meetings

At least one meeting to be held each term. Extra meetings to be held as required. Reporting to the Full Governing Body each term.

Context

To provide guidance to the governing body, in consultation with the Head, on all matters relating to Safeguarding, Curriculum Intent, Curriculum Implementation, the Impact of the curriculum, Behaviour and attitudes and Personal Development.

Terms of reference

| Curriculum: Intent | Autumn | Spring | Summer |
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| 1. Governors adopt a curriculum that is ambitious and designed to give all pupils, particularly Pupil Premium pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QOFE • Full Governors • Monitor progress of SDP/SEF | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and |

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| | | and review and evaluate cycle | evaluate cycle |
| <p>2. Governors adopt a curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |
| <p>3. Governors assure the curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |
| <p>4. Governors have the strategic overview to ensure students</p> | <ul style="list-style-type: none"> • QofE Agenda | <ul style="list-style-type: none"> • QofE Agenda | <ul style="list-style-type: none"> • QofE Agenda |

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| <p>study the full curriculum; it is not narrowed.</p> | <ul style="list-style-type: none"> • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |
| <p>Curriculum: Implementation</p> | | | |
| <p>5. Governors maintain strategic oversight into how teachers have good knowledge of the subject(s) and courses they teach.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |
| <p>6. Governors maintain strategic oversight of how students' understanding is systematically checked, misconceptions are identified and how students are given direct feedback.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review |

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| | | <p>and evaluate cycle</p> <ul style="list-style-type: none"> • Governor visits | <p>and evaluate cycle</p> <ul style="list-style-type: none"> • Governor visits |
| <p>7. Governors maintain strategic oversight of the use assessment to support progress in learning.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |
| <p>8. Governors ensure reading is prioritised to allow pupils to access the full curriculum offer.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |

| Curriculum: Impact | | | |
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| <p>9. Governors have the strategic oversight of how students develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Governors understand how this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits All year and key groups | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |
| <p>10. Governors have the strategic oversight of how students are prepared for the next stage of education, employment or training. Students have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Students with SEND achieve the best possible outcomes.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |

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| <p>11. Governors assure students' work across the curriculum is of good quality</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |
| <p>12. Governors maintain strategic oversight of how students read widely and often, with fluency and comprehension appropriate to their age. Students are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |
| <p>Attitudes and Behaviour</p> | | | |
| <p>13. Governors have high expectations for students' behaviour and conduct. Governors understand how these expectations are</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of |

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| <p>commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.</p> | | <p>and review and evaluate cycle</p> <ul style="list-style-type: none"> • Governor visits | <p>SDP/SEF and review and evaluate cycle</p> <ul style="list-style-type: none"> • Governor visits |
| <p>14. Governors maintain a strategic oversight how leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |
| <p>15. Governors have a strategic oversight of any improvements in the behaviour and attendance of students who have particular needs.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF |

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| | | <p>and evaluate cycle</p> <ul style="list-style-type: none"> • Governor visits | <p>and review and evaluate cycle</p> <ul style="list-style-type: none"> • Governor visits |
| <p>16. Oversight of how Fixed-term and internal exclusions are used appropriately. How the school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |
| <p>17. Governors maintain strategic oversight of relationships among pupils and staff which reflect a positive and respectful culture; pupils are safe and they feel safe.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |

| Personal Development | • | • | • |
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| <p>18. Governors maintain strategic oversight of how the curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |
| <p>19. Governors have strategic oversight of how the school provides high-quality pastoral support. Students know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle • Governor visits |

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| <p>20. Governors maintain strategic oversight of how the school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p> | <p>21. QofE Agenda 22. Monitor progress of SDP/SEF and review and evaluate cycle Governor visits</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle <p>Governor visits</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle <p>Governor visits</p> |
| <p>23. Governors maintain strategic oversight of how the school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p> | <p>24. QofE Agenda 25. Monitor progress of SDP/SEF and review and evaluate cycle Governor visits</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle <p>Governor visits</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle <p>Governor visits</p> |

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| <p>26. Governors maintain strategic oversight of how the school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> | <p>27. QofE Agenda 28. Monitor progress of SDP/SEF and review and evaluate cycle Governor visits</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle <p>Governor visits</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle <p>Governor visits</p> |
| <p>29. Governors maintain strategic oversight of how students engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p> | <p>30. QofE Agenda 31. Monitor progress of SDP/SEF and review and evaluate cycle Governor visits</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle <p>Governor visits</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle <p>Governor visits</p> |

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| <p>32. Governors maintain strategic oversight of how the school prepares pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.</p> | <p>33. QofE Agenda 34. Monitor progress of SDP/SEF and review and evaluate cycle Governor visits</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle <p>Governor visits</p> | <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle <p>Governor visits</p> |
| <p>35. Safeguarding:</p> | | | |
| <p>36. Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</p> | <p>Safeguarding Audit</p> <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle <p>Governor visits</p> | <p>Analysis and evaluation of safeguarding data data: All year and key groups</p> | <p>Analysis and evaluation of safeguarding data data: All year and key groups</p> |

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| <p>37. Governors assure the school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</p> | <p>Safeguarding Audit</p> <ul style="list-style-type: none"> • QofE Agenda • Monitor progress of SDP/SEF and review and evaluate cycle <p>Governor visits</p> | <p>Analysis and evaluation of safeguarding data data: All year and key groups</p> | <p>Analysis and evaluation of safeguarding data data: All year and key groups</p> |
| <p>38. Policies:</p> | | | |
| <p>39. To review policies delegated from the Full Governing Body and to propose policies for ratification.</p> | <p>Adopt revised and new policies (See policy schedule)</p> | <p>Adopt revised and new policies (See policy schedule)</p> | <p>Adopt revised and new policies (See policy schedule)</p> |