



Terms of Reference

Quality of Education Committee

2021-2022

Scope and Function

The purpose of this document is to define the remit and responsibilities of the Quality of Education, which covers the teaching standards, school curriculum and safeguarding policy. The document is specific to Hursthead Junior School but follows the guidelines and principles set out in the 'SMBC – Services to People - Governor Remits and Responsibilities' issued September 2020.

Meeting Guidelines

How often meetings will be held	Three times per annum
Membership	Six
Quorum	Three
Minute taker	School Business Manager
Review	Annually

Remits

General Remits

- To act on matters delegated by the full Governing Board and report to the full Governing Board.
- To liaise and consult with other committees where necessary.
- To contribute to the School Improvement/Development Plan.
- Committee members to be encouraged to attend training sessions to enable them to carry out their duties effectively. New Governors to receive an induction and attend New Governor training which ensures an understanding of their statutory responsibilities.
- To develop and review policies identified within the school's policy review programme and in accordance with its delegated powers.
- To ensure that Governors have the opportunity to gain experience of the curriculum taught.

- To consider safeguarding and equalities implications when undertaking all committee functions.

Quality of Education Specific Remits

- To ensure that a broad and balanced curriculum is provided and to ensure Governors have a knowledge of how the curriculum is designed, taught, evaluated and resourced
- To receive reports on school innovations and how the school is responding to legislative requirements in the curriculum
- To ensure that the school promotes an ethos of high expectations for levels of achievement and behaviour for all learners and that this is communicated to pupils, parents and staff
- To consider all issues regarding the welfare of pupils with due regard to their spiritual, moral, cultural and social well-being, whilst encouraging opportunities for their personal development
- To consider ways of promoting the school in the community, developing positive links and providing extended services for the local community
- To promote extra-curricular activities and to assist the school when planning for any special events in school
- To be aware of any issues which may affect standards and to look to how these may be addressed
- To monitor achievement and standards at school and subject level
- To monitor achievement and standards by different groups, e.g. by gender, ethnicity, children in receipt of Pupil Premium funding and children with Special Educational Needs
- To discuss, and recommend for approval, key targets and then monitor progress against targets
- To review the information provided in published school performance data
- To monitor trends in the quality of teaching and learning through review of the outcomes of lesson observations, learning walks, book looks and pupil voice interviews
- To ensure that the requirements of children with SEND and looked-after children are met
- To review the provision for collective worship and RE
- To review the procedures for school journeys, visits and residential activities – to ensure thorough risk assessments have taken place and that policies have been reviewed on charging, remission and conduct of these visits
- To review the school prospectus
- To ensure that hate incidents and incidents of physical intervention are recorded and reported to the LA
- To monitor patterns of attendance and exclusions and to receive statistical information on any (un-named) pupil exclusions

Safeguarding Specific Remits

- To ensure that the school has a designated safeguarding lead within school
- To review policies on safeguarding, pupil well-being, pastoral care, curriculum, and behaviour and attitudes, and to ensure that staff read and follow these policies.

Safeguarding Considerations

In line with the Department of Education 'Keeping Children Safe in Education' guidance, the committee should be aware and mindful of safeguarding considerations within its remits.

- Familiarity of the 'Keeping Children Safe in Schools' is considered a minimal requirement for Governors. Additional training should be encouraged.
- In reviewing policies, consideration should be given to how staff and pupils communicate and acceptable use of technologies, including the use of social media.
- Ensure that early detection of 'children missing in school' is catered for in school policy and process.
- Safeguarding of children requires the school to work with other parties and agencies. There are circumstances when it is essential to share sensitive information between parties, with or without consent and circumstances when it is essential to withhold sensitive information from parties. Policy needs to ensure the appropriate actions for dealing with each circumstance is clear. Note that, in terms of GDPR, whilst a person or party may have the right to request information, the school also has a right to refuse to provide it where it conflicts with safeguarding policies and the welfare of a child.
- Governing Boards should understand the 'local criteria for action' and the 'local protocol for assessment' and ensure they are reflected in their own safeguarding policies and procedures.
- Governing Boards should recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunities should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.
- Governing Boards should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum.
- When considering or following safeguarding policies or procedures, it is important the child's wishes or feelings are taken in to account.
- Policies and procedures need to enable the staff to recognise, escalate, and manage the issues or concerns relating to the mental well-being of children. Recognise that there is a lot of new material and training available in this area and that there is additional funding.