



LYDIATE  
LEARNING  
TRUST

# Standards & Outcomes Committee Terms of Reference (LLT)



LYDIATE  
LEARNING  
TRUST

ENGAGE, ENABLE,  
EMPOWER

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<b>D Moss</b>	<b>LLT Board</b>	<b>1</b>		<b>Sept 2019</b>

# Standards & Outcomes Committee

## Terms of Reference (LLT)

### Meetings

The committee is a sub-committee of the Trust Board and as such, is accountable to the Trust Board for all decisions.

The committee will meet termly. Any additional meetings would be by exception and agreed by the Chair and the Senior Clerk.

The agenda and all paperwork relating to the meeting will be circulated 7 days prior to each meeting, usually via GovernorHub.

All meetings will be minuted by the Senior Clerk to LLT or, in their absence, someone appointed by the Clerk or Chair. The minutes will be available to all Directors on GovernorHub.

The Chair of the committee will oversee the preparation of any requested reports on matters relating to the work of the committee for the Trust Board.

### Quorum

The Board will be quorate when at least 50% of the members are present.

### Committee Chair

The Chair is elected each September by the Trust Board

For the academic year 2019/20 the Chair will be **John Pearce**.

If the Chair is absent from a meeting, **Hooshang Rahmani** the Vice Chair, will lead the meeting.

### Introduction & Purpose

The purpose of the committee is to:

- Support the Board in fulfilling statutory duties relating to curriculum, standards and safeguarding;
- Support the Board in understanding the unique context of each academy whilst ensuring a consistent approach to reporting;
- Support the Board in understanding relevant data, including performance, progress, outcomes, behaviour, attendance and other key indicators;
- Support the strategic role of the school leadership;
- Ensure provision of a framework for effective self-evaluation, monitoring and evaluation;
- Support and challenge by linking the work of committees to key priorities in the Academy and Trust Development Plans.

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### Key Responsibilities

- To monitor academy based, local and national performance data and evaluate achievement and progress - drawing on data, the self- evaluation document and other reports.
- To ensure that all students receive a broad, balanced, inclusive curriculum in line with statutory requirements.
- To provide effective challenge on educational performance and the academic progress of students, to ensure the best possible outcomes for all.
- To understand the needs of the academies, particularly in relation to the Social, Emotional and Mental Health needs of students.
- To monitor the views of students on the curriculum offered by the academies and on progress and achievement and to evaluate ways in which each academy actively responds to pupil views;
- To monitor the views of parents and carers on the curriculum offered by the academies and on student progress and achievement and to evaluate the ways in which each academy actively responds to the views of parents and carers;
- To be assured that effective safeguarding procedures are in place across the academies;
- To be assured that parents and carers have access to relevant curriculum information for the academies through the prospectus and website and also receive the results of statutory assessments and an annual report on student’s educational achievements;
- To monitor provision for all groups of vulnerable children, for example, disadvantaged, LAC, young carers, to ensure that their needs are identified and addressed, and to evaluate their progress and achievement.
- To monitor progress and standards for the disadvantaged pupil premium (PP) group.
- To receive a pupil premium report for the academies, for recommendation and approval at the Trust Finance & Resources Committee.
- To regularly review, publish and report on the Special Educational Needs Policy, monitoring provision and ensuring that statutory requirements and the Education, Health and Care Plans (EHCP) of students with special needs are met.
- To monitor provision for looked after children (LAC) and evaluate their progress and achievement.
- To monitor provision for students who have English as an alternative language (EAL) and to ensure that the needs of those students are being met.
- To regularly review and develop assessment policy and practice and ensure that the policy is operating effectively.
- To ensure that a Teaching and Learning policy is in place, appropriately resourced and regularly reviewed.
- To review progress against the targets in the Academy Development Plans and the action plans which underpin them.
- To monitor and review the statutory policies and procedures related to curriculum provision, behaviour, attendance and educational standards.
- To monitor student behaviour and attendance and the effectiveness of intervention strategies in the Trust.
- To monitor curriculum policies and make any recommendations to the Board relating to the school curriculum (beyond those dictated by the current Government regulations).
- To keep under review, the requirements of the Equalities Act 2010 with reference to particular characteristics, in relation to curriculum access, teaching and learning, assessment, achievement and progress; monitor implementation of the legislation and

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assess its impact on staff, students and parents/carers and report any emerging issues to the Board.

- To recommend targets for school improvement to senior leaders.
- To review the policy and provision for RE, collective worship and spiritual development, including providing information to parents and make recommendations as necessary.
- To review the policy and provision for sex and relationships education (SRE) including providing information to parents and make recommendations where necessary.

### Likely Reporting Areas

- Curriculum Policy
- Academic Performance
- Safeguarding
- Reports of Statutory Assessments & Student Reports
- LAC
- SEND
- PP
- Disadvantaged
- EAL Provision
- Behaviour
- Attendance
- RE Provision
- SRE Provision
- Parent Views
- Student Views

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