The Olympus Academy Trust
Governance Framework Appendix I
Terms of Reference – School Improvement Committee

Document Summary

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Amendment History

Version	Amendment Date	Author	Amendment Summary
4	19 March 2013	EO	• Changes to composition – see Board, LGB and Committee Membership Policy . • Approved by Board of Trustees
5	4 June 2014	VFi	• Reviewed, no amendments. • Approved by Board of Trustees.
6	29 March 2017	TWi / KSt	• Reduction of minimum LGB number from 10 to 7. • Reference changed from directors to trustees. • Approved by Board of Trustees.
7	12 September 2018	IMa	• Changes needed to reflect the new Governance Arrangements. Change to learners.
8	4 February 2020	IMa	• Changes to reflect the new Governance arrangements.

1   **Overall Purpose**

1.1   To ensure that all learners at the academy school have access to a high-quality education in line with the shared mission and vision.

1.2   To monitor the implementation of the academy SIIP, ensuring that it is delivering against agreed strategic and local objectives; moving the academy and Trust as a whole towards achieving and sustaining a regulatory judgement of outstanding in all areas.

1.3   To ensure that the academic and well-being needs of learners are being met effectively through the delivery of a broad and balanced curriculum which, through the use of personalised, developmental support which helps to maximise each learner's success and enjoyment.

1.4   To ensure all learners are safeguarded.

1.5   To ensure that the well-being needs of staff are met.

1.6   To ensure that strategies are in place that enable the Trust to secure its full collective published admission number (PAN).

2.   **Composition (In line with the Trust School Improvement Strategy)**

Low Support	Minimum of 2 x community representatives/elected parents Minimum 1 x elected staff governor Trustee Executive Headteacher Headteacher (or nominated representative) Partner Headteacher (or nominated representative)
Medium Support	Minimum of 2 x community representatives/elected parents Minimum 1 x elected staff governor Trustee Executive Headteacher Headteacher (or nominated representative) Partner Headteacher (or nominated representative) Primary/Secondary lead Trustee
High Support	Minimum of 2 x community representatives/elected parents Minimum 1 x elected staff governor Trustee Executive Headteacher Headteacher (or nominated representative) Partner Headteacher (or nominated representative) Primary/Secondary lead Trustee Chief Executive Officer Chair/Vice-Chair of Trustees

2.1   In appointing School Improvement Committee representatives, the Board of Trustees will ensure that the School Improvement Committee has the right balance of skills, knowledge and experience to fulfil its remit.

2.2   School Improvement Committee membership and appointments to positions of office, including the Chair of the forum, are all subject to the approval of the Board of Trustees. Governors may also be appointed to one of the board committees taking into account the outcomes of the most recent skills audit.

2.3   The academy Headteacher (or their nominated representative) will be in attendance as the lead member of staff unless otherwise directed by the Chair. The Executive Leadership Team will provide support to the School Improvement Committee when appropriate and with the approval of Trustees

3.   **Frequency of meetings**

3.1   A minimum of 6 and a maximum of 9 meetings per academic year.

3.2   Additional meetings may be arranged to complete the delegated work schedule and/or deal with identified significant issues.

4.   **Quorum**

4.1   The quorum shall be a minimum of 3 non-staff members, to include the Chair or their nominated representative.

5.   **Core Functions**

5.1   **Safeguarding**

(i)   To ensure that policies and procedures in school are fit for purpose and are adhered to.

(ii)   Governors to complete all statutory safeguarding training annually.

(iii)   Contribute to annual safeguarding reports as required.

5.2 **Staff Wellbeing**

(i) Review the outputs of the annual staff survey, and monitor the implementation of resulting action plans.

(ii) Monitor the impact of initiatives on staff work life balance and escalate any concerns to the Board of Trustees.

(iii) Pay due regard to ensuring that leaders and teachers are able to have a satisfactory work life balance.

5.3 **Governance**

(i) Promote high expectations for standards and learner outcomes.

(ii) Drive continuous improvement and ensure rigorous processes of personalised target setting.

(iii) Ensure consistency, diversity and inclusion through implementation of The Trust's strategies, policies and procedures.

(iv) Review annually and recommend for the consideration of the Board of Trustees any amendments to the School Improvement Committee agreed terms of reference.

(v) In conjunction with officers of the Trust, review relevant policies in line with the policy review schedule and make appropriate recommendations for change to the Board of Trustees, monitoring the effectiveness of implementation and level of congruence between policy and practice particularly in relation to:

- The behaviour policy and all strategies relating to behaviour, social and emotional aspects of learning (PHSEE), sanctions and rewards.

- Diversity and inclusion and robustly challenge any discrimination against learners on the grounds of gender (including gender reassignment), race disability, sexual orientation, religion and belief, marital / civil partnership status or age where applicable.

(vi) Ensure all statutory assessments, including the administration and invigilation of exams, are conducted effectively in line with the Trust's policy and adhere to examining body criteria/specifications, seeking assurances that all results have been forwarded in a timely manner to learners, parent/carers and the appropriate bodies.

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5.4 **Strategic Planning**

(i) Contribute to the development of The Trust's long-term strategic plan; ensuring that the academy is working towards the shared mission and vision through overseeing the development, implementation and monitoring of the academy's vision implementation plan; delivering against strategic objectives, targets and key performance indicators in relation to its remit.

(ii) In conjunction with officers of the Trust, ensure that the School Improvement Committee agenda planning and link governance scheme enables effective scrutiny of data and reporting which focuses activity upon the strategic and local priorities identified for the forthcoming year.

(iii) Monitor attendance across all year groups and vulnerable groups and the impact of any action taken.

5.5 **Learner Outcomes**

(i) Conduct in-depth scrutiny of data and the reporting of standards, examination results, assessments and progress in order to ensure accountability

(ii) Carry out regular reviews of learner progress and attainment data to ensure performance and outcomes are in line with agreed objectives, targets and indicators

(iii) Track and monitor learners' progress and assess the impact of interventions where progress is low

(iv) Ensure, measure and benchmark quality assurance and evaluation processes to drive continuous improvement and secure high levels of learner attainment and achievement.

5.6 **Education Provision and Service Delivery**

(i) Monitor the implementation of Trust standards to ensure the delivery of a high quality of education provision and services for learners of the academy and keep them under review.

(ii) Ensure the provision of a broad and well-balanced curriculum, assessing its impact upon learner learning, and encourage innovative teaching practice to achieve consistently good or better teaching standards, including the learning environment.

(iii)   Ensure a high quality of careers education information, advice, guidance & support (CEIAGS) in secondary schools so that learners' interests and abilities are matched to appropriate pathways in order for them to achieve the best possible outcomes.

(iv)   Oversee the quality of learning, progress and attainment for learners with special educational needs and/or disabilities (SEND) and other identified groups including: gifted and talented; black and other minority ethnic; travellers; looked after children; free school meals and pupil premium.

5.7   **Stakeholder Engagement**

(i)   Promote the Trust strategy for involving stakeholders and outward facing learner activity; ensure that the academy sufficiently engages with a cross-section of groups aiming to secure its full published admission number (PAN) and enable strategies, policies and standards to be set, and decisions to be made, which properly take into account the perspective of key stakeholder groups.

(ii)   Seek regular feedback from key groups including parents, staff and learners to inform future strategy.

(iii)   Ensure that parents are kept informed of their child's progress at regular intervals across the year, and as a minimum meeting statutory requirements of an annual written report.

5.8   **Trust Development**

(i)   Liaise with the Board of Trustees and its committees as required and consider any matters which are outside the strategy but which may contribute to the longer-term sustainability and viability of the Trust.

5.9   **Compliance**

(i)   Liaise with the Board of Trustees to consider and respond as appropriate to Ofsted's regulatory judgements and reporting.