



Maiden Erlegh Trust (the Trust)

Educational Standards Committee

Terms of Reference

1. Constitution

- 1.1 The Trustees of Maiden Erlegh Trust (the Trust Board) hereby resolves to establish a committee of the Trust Board to be known as the Educational Standards Committee (the Committee).

2. Membership

- 2.1 The Committee shall have a minimum of three members and a maximum of five members. In adherence to Article 101 of the Trusts Articles of Association, a majority of Committee members must be Trustees.
- 2.2 The membership of the committee for the 12 months from September 2021 are:
- 2.2.1 **1 x Trustee as Chair**
- 2.2.1.1 *Tara Hanley*
- 2.2.2 **2 x Trustees as committee members**
- 2.2.2.1 *Louise Batalla-Duran*
- 2.2.2.2 *Neil Pouney*
- 2.2.3 **2 x Chair of Local Advisory Board**
- 2.2.3.1 *Martin Judd*
- 2.2.3.2 *Clare Stafford*
- 2.3 The Director of Standards and Continuous Improvement and Director of Inclusion and Safeguarding will ordinarily attend the meeting in a non-voting capacity.
- 2.4 Subject to paragraph 2.5, the Committee shall, at the first meeting of each academic year, elect a member to act as chair of the Committee (the Chair). The Committee will elect a temporary replacement from among the members present at the meeting in the absence of the Chair.
- 2.5 No person may act as Chair under paragraph 2.4 unless they are also a member of the Trust Board.
- 2.6 The Company Secretary shall ensure that a clerk is provided to take minutes at the meeting of the Committee.
- 2.7 The Committee may invite attendance at meetings from persons who are not Trustees or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.



3. Remit and responsibilities of the Committee

- 3.1 The Committee shall be responsible for the matters set out in the Schedule and the Scheme of Delegation. Where conflicts arise, the Scheme of Delegation shall take precedence.

4. Proceedings at Committee meetings

- 4.1 The Committee shall meet as often as is necessary to fulfil its responsibilities but shall meet at least four times a year.
- 4.2 Any two Committee members can request that the Chair convene a meeting by giving no less than 14 days prior notice.
- 4.3 The quorum for the transaction of the business of the Committee shall be a majority of the Committee members and no vote on any matter shall be taken at a meeting of the Committee unless the majority of members of the Committee present are Trustees.
- 4.4 Every matter to be decided at a meeting of the Committee must be determined by a majority of the votes of the eligible members present and voting on the matter.
- 4.5 Each member present in person shall be entitled to one vote.
- 4.6 Where there is an equal division of votes the Chair shall have a casting vote.
- 4.7 A register of attendance shall be kept for each Committee meeting and published annually in compliance with the requirements of the Academies Financial Handbook.

5. Authority

- 5.1 The Committee is authorised by the Trust Board to:
- 5.1.1 Carry on any activity authorised by these terms of reference; and
- 5.1.2 seek any appropriate information that it requires from any officer of the Trust and all officers shall be directed to co-operate with any request made.

6. Reporting Procedures

- 6.1 Within 14 days of each meeting the Committee will:
- 6.1.1 Produce and agree minutes of its meetings;
- 6.1.2 provide a summary document identifying (i) decisions made, (ii) recommendations to the Trust Board, (iii) any items for the information of the Trust Board, (iv) items for further discussion by the Trust Board and (v) items of be communicated to the Local Advisory Boards (together called the "Committee Reports").
- 6.2 The Committee Reports shall be submitted to the clerk and made available on the Trusts chosen document storage system. Reports can be agreed by Committee members by email.



- 6.3 The Committee Reports will be made available to Trustees at least 7 days in advance of the next meeting of the Trust Board.
- 6.4 The Committee shall arrange for the production and delivery of such other reports or updates as requested by the Trust Board from time to time.
- 6.5 The Committee shall conduct an annual review of its work and these terms of reference and shall report the outcome and make recommendations to the Trust Board.



Schedule of Responsibilities of the Educational Standards Committee

Strategic Plan Objectives

SO1 Educational Standards:

Excellence of provision leads to continuous progress, exceptional outcomes and high-quality destinations.

- SO1-1 The curriculum design and its delivery in each phase/stage is ambitious and relevant for all.
- SO1-2 The curriculum design and its delivery are a driver for developing effective learners and securing excellent achievements for all.
- SO1-3 The curriculum design and its delivery ensure that the most disadvantaged learners can access and enjoy learning alongside their peers.
- SO1-4 Learners know and can apply levels of literacy and numeracy appropriate for their age and in the context of their curriculum.
- SO1-5 Learners have access to a comprehensive and stimulating academic and personal development and enrichment programmes, opportunities for student leadership, as well as structured character education.

Purpose

- a) to inform Trustees about the Trust's progress in terms of school improvement linked to educational standards and present the relevant evidence underpinning leaders' evaluations.
- b) to help the Trustees understand progress in these areas to the objectives of the Trust Strategic Plan
- c) to ensure the Trustees understand how the Trust is meeting statutory obligations in the relevant areas.

Scope

Curriculum vision, design and delivery (clarity)

Impact of curriculum:

- Ambition and breadth for all (design and delivery)
- Ambitious inclusion (SEND, DA, Vulnerable etc)
- How research, experience & evidence underpins curricular work
- Pupil/student entitlement
- Teacher knowledge (subject, pedagogy)
- Reading
- Public performance data.
- Progress of current year groups.
- Attainment and progress from starting points.
- Validity, reliability & impact of assessment (formative and predicted grades)
- Impact of other adults



- Impact of curricular interventions

Attitudes and Behaviours for Learning – impact on learning and environment

Personal Development: metacognition, enrichment, careers Impact of CPD (all levels of staff)

Impact of Continuous Improvement Strategy Accuracy of school evaluation in relevant areas eg: QoE, PD

Outcome

1. The quality of the learning experience of all pupils/students.
2. How ambitious and equitable the provision is.
3. How well pupils/students read and how good their vocabulary is at each key stage.
4. What outcomes pupils/students achieve at each key stage (and how equipped they are for next steps).
5. The quality of learning and progress of current year groups.
6. The impact of CPD and support on staff knowledge, understanding and practice.
7. How parents informed about, and involved in, their child's quality of education.
8. The key variabilities across the Trust and what is being done to reduce them.
9. The key systemic strengths and what is being done to increase them.
10. The impact of the Trust and governance on the schools.