



Terms of Reference

Quality Committee – October 2026

Overall remit

This committee will:

- Manage statutory policies in accordance with its delegated powers. These will be agreed via the Full Governing Board (FGB) on an annual basis.
- Review and provide advice on relevant non-statutory policies identified within the school's policy review programme.
- Contribute to and take ownership of appropriate goals and or projects within the School Development Plan, which may include targets for school improvement.
- Recommend for approval to the FGB the Self-Evaluation Form when required.
- Ensure appropriate Governor monitoring visits occur (See Visits policy).
- Monitor and evaluate pupils' achievement, including what pupils know, understand and can do, with particular attention to groups of pupils who may experience barriers to learning.
- To set priorities for improvement, and monitor and evaluate the impact of improvement plans which relate to the committee's area of operation.
- To monitor and evaluate provision for pupils who may face barriers to learning and/or participation, including disadvantaged pupils, pupils with SEND, children looked after and previously looked after children, and other groups identified by the school; to ensure their needs are identified and addressed and to evaluate their achievement and wider outcomes.
- To ensure that the requirements of children with Special Educational Needs and Disability (SEND) are met, and receive termly reports from the Headteacher/Special Educational Needs Co-ordinator.
- To consider recommendations from external reviews of the school (e.g. Ofsted or local School Improvement Advisers), agree actions as a result of reviews and evaluate regularly the implementation of any resulting plan.
- To ensure that all pupils have equitable access to the curriculum and wider opportunities, and that barriers to participation and achievement are identified and addressed.
- To advise the Finance & Premises Committee on the relative funding priorities necessary to deliver the curriculum.
- To monitor the school's publicity, public presentation and relationships with the wider community.
- To ensure the curriculum takes account of pupils 'Spiritual, moral, social and cultural' (SMSC) needs and adheres to the promotion of British values.

- To effectively utilise other sources of information and guidance available, for example school council output, to inform the workings of the committee.

Data

With regards to data, the committee will specifically ensure that:

- They understand the limitations and benefits of all existing sources of data
- New sources of data are assessed and utilised appropriately
- A proportionate range of quantitative and qualitative evidence is considered to enable governors to understand pupil achievement, identify variation between groups and evaluate the impact of improvement actions.

Curriculum, Teaching and Achievement

The committee will review, monitor and evaluate the effectiveness of curriculum and teaching and the achievement of pupils, including:

- Whether the school provides an ambitious, broad and balanced curriculum that reflects the school's values and priorities, is coherently planned and sequenced, and enables pupils to build knowledge, skills and understanding over time.
- Whether the curriculum meets the school's statutory responsibilities and is appropriately ambitious for all pupils.
- Whether leaders draw appropriately on evidence, research and effective practice when developing the curriculum and teaching.
- Whether senior and subject leaders have an accurate understanding of strengths and areas for development in curriculum and teaching, and whether actions taken result in improvement.
- Whether curriculum and teaching are inclusive and appropriately adapted to meet pupils' differing needs, including pupils with SEND, while maintaining high expectations and ambition.
- Whether teaching is effective and consistent, including how well teachers build on prior learning, check pupils' understanding, address misconceptions and enable pupils to learn the intended curriculum.
- Whether pupils develop secure knowledge and understanding and achieve well, and whether the curriculum remains broad, balanced and suitably enriched beyond English and mathematics.
- The achievement and experiences of different groups, particularly disadvantaged pupils, pupils with SEND and pupils who face other barriers to learning, including whether the curriculum promotes inclusion and equality and avoids limiting stereotypes.
- The effectiveness of reading and the development of essential knowledge and skills across the curriculum, including how well pupils are prepared for their next stage of education.
- Whether assessment is used effectively and proportionately to inform teaching and identify gaps in pupils' knowledge, and whether effective processes are in place to engage parents and carers in supporting pupils' learning and achievement.