



GEORGE ABBOT SCHOOL

Local Governors' Curriculum and Outcomes Committee Terms of Reference

Date of most recent review:	November 2023
Date of next review:	November 2024

The intent of this document is to ensure that local governors receive all necessary information either during full governing body meetings or during sub-committee meetings to carry out their role as local governors and to enable them to understand their school's effectiveness under the four Ofsted Key Judgement headings.

Membership: Minimum of six governors, including the Headteacher or another SLT delegate (who would have voting rights)

Quorum: Four governors, including the Headteacher or delegate

Meetings: One a term and as required. Agenda and related papers are to be distributed one week in advance of the meeting.

Function: To scrutinise and evaluate the curriculum and outcomes for students under the 4 Key Judgements as set out in the Ofsted Framework 2019.

Please note that key documents including the School Development Plan, Disadvantaged Strategy Document, Safeguarding Report and Annual Examinations Report will be presented to the full Local Governing Body meetings

1. Quality of Education

1.1 Governors on this sub-committee will receive and scrutinise:

- Examination Outcomes Report and Presentation – annually in the Autumn term: to include all data by subject and Ofsted Key Performance measures with all narrative and benchmarking data against national and local outcomes
- In-year attainment and progress data (incorporating historical and benchmarking data) for all years, Years 7-11 and 6th Form, Years 12-13 - annually in the Spring term. This data will also provide evidence of curriculum impact.
- 6th Form Report – including outcomes, progress, destinations data, enrichment and personal development – annually in the Spring term (as part of the Curriculum Report).

1.2 To ensure a focus on the Disadvantaged is maintained, governors will receive:

- Narrowing the Gap Progress Data and summary of key factors affecting data, including the impact of interventions – annually in the Autumn term and an update in the Spring and Summer terms

1.3 To ensure a focus on SEND is maintained, governors will receive:

- SEND progress data and summary of key factors affecting data - annually in the Autumn term and an update in the Spring and Summer terms

1.4 To ensure a focus on the Most Able is maintained, governors will receive:

- A Most Able Strategy Review, including numbers of students, how students are identified, interventions and progress – annually in the Summer term

1.5 To understand curriculum intent (design and appropriateness) curriculum implementation and curriculum impact, governors will receive or attend:

- A Curriculum update including review of PSE, RSHE, British Values and SMSC Development, with evidence that curriculum is similar in breadth and ambition to National Curriculum – annually in the Spring term
- Feedback on effectiveness and impact of curriculum from parents/staff and students – annually in the Spring term. Where Student Voice discussion relates to Quality of Teaching and Learning, Student Voice should be without teachers present.
- Extended Writing Progress Update - annually in the Autumn term (as part of the Teaching & Learning Report)
- Specific focus presentations from Heads of Department on an ad hoc basis to inform governors about specific subject developments, areas of improvement, areas of pedagogy such as blended and remote learning
- Learning walks and lesson observations

2. Behaviour and Attitudes

2.1 To monitor behaviour and attitudes, governors will receive and scrutinise:

- A termly report including current data on: attendance, student roll (on and off) by group and age, exclusions report.
- A termly data report on detentions, behaviour, bullying incidents, incidences of sexual harassment, exclusions and reasons for them and attendance. The committee will focus on and discuss one aspect per term. An Annual Culture report to include behaviour and rewards data, tutor and assembly programme, equality, diversity and inclusion themes, character, celebration, mental health support, student leadership – annually in the Spring term.

3. Personal Development

3.1 To monitor the personal development of students, governors will receive and scrutinise:

- A Curriculum Update to include: SMSC Development, British Values, RSE – annually in the Spring term.
- A Personal Development Annual Report to include: SOC's data analysis (software which records extra-curricular school participation), wellbeing update for staff and students, mental health, 6th

Form leadership and enrichment, student council, school events review, links to the community and active citizens – annually in the Summer term.

- Careers Review including progress towards the Gatsby Benchmarks and destinations information – annually in the Summer term.

4. Leadership and Management

4.1 To understand the impact of school leadership on students, governors will receive:

- Student Voice Reports and Parent, Student and Staff Surveys – annually in the Summer term
- A CPD Annual Report including ECF update – in the Autumn term (as part of the Teaching & Learning Report)

4.2 The Chair of this Committee will organise a programme of twice-yearly Open Mornings (Autumn and Spring Terms) for all governors in order to meet with SLT. The Open Mornings will cover all aspects of the areas of the 4 Key Judgements including Curriculum intent/implementation and impact, Teaching and Learning, Quality Assurance, Behaviour, Safeguarding, Focus on Disadvantaged and SEND, areas of weakness identified in previous Ofsted reports. This provides the triangulation of data provided at committee meetings and the opportunity to meet staff and students.

With the new framework of reports and SLT attendance at governor meetings, the most insightful method of triangulation for governors will be to participate in the cycle of curriculum reviews, which are to take place for all subjects between November and February.

5. Further Areas For Consideration By the Local Governing Body Outside of the Ofsted Framework

5.1 School-Level Policies

Mandatory School-level policies for review by this committee before submission to the Local Governing Body for ratification are:

- Behaviour Policy (Summer term)
- Careers Guidance and provider access statement (Spring term)
- Effective Assessment, Marking and Feedback Principles (Summer term)
- Looked After Children (Summer term)
- SEND Policy (Summer term)
- Sex and relationships education (Summer term)
- Supporting young people with medical conditions (including students with health needs who can't attend school) (Summer term)
- 16-19 Bursary (Summer term)

5.2 Commitment to the George Abbot Sustainability Plan

The LGB has committed to supporting the school in the development, implementation and monitoring of the sustainability plan in the areas of policy development, budget and community partnerships. This committee will also have a particular focus on sustainability across the curriculum, including student knowledge, skills and attitude; individual subjects; project based learning.