



## **Primary provision LGC**

### **Terms of Reference**

#### **General Terms**

- To act on matters delegated by the GFM Board
- To liaise and consult with other committees where necessary
- To contribute to the School Improvement Plan
- To consider safeguarding and equalities implications when undertaking all committee functions

#### **Membership**

The initial membership of the Primary provision is proposed as follows:

- The Trustee Chair
- Primary Phase Executive Head Teacher
- A Primary Head Teacher
- A Primary Associate Head Teacher
- A Finance and Capital Resources governor
- A Human Resources governor
- Pupil Premium governor
- A Safeguarding governor
- SEND governor
- A Key Stage 2 Senior Leader
- Key Stage 2 teacher
- An Early Years/KS1 teacher when required
- A KS2 Parent governor
- An Early Years/KS1 governor when required

#### **Quorum**

- The quorum is a minimum of three governors who are members of the committee.

#### **Meetings**

- The committee will meet once a term. Committee meetings will not be open to the public but minutes shall be made available. Information relating to a



named person or any other matter that the committee considers confidential does not have to be made available for inspection

- In the absence of the Chair, the committee will choose an acting Chair for that meeting from among their number (someone who is not the Headteacher)
- In the absence of a Clerk the committee shall choose a Clerk for that meeting from among their number (someone who is not the Head Teacher)
- The draft minutes of each meeting will be circulated with the agenda for the next GFM Board meeting and will be presented at that meeting by the Chair (or in his/her absence another member of the committee)
- Any decisions taken must be determined by a majority of votes of committee members present and voting – but no vote can be taken unless a majority of those present are governors

### **Curriculum planning and delivery**

- To review, monitor and evaluate the curriculum offer
- To recommend for approval to the GFM Board the:
  - Self-evaluation
  - Academy Improvement Plan
  - Targets for Academy Improvement to the GFM Board
- To develop and review policies identified within the Academy policy review programme and in accordance with its delegated powers
- To ensure that the requirements of pupils with special needs are met, as laid out in the Code of Practice and receive termly reports from the Head Teacher/SENCO and an annual review from the SEN governor (where appointed)

### **Assessment and improvement**

- To monitor and evaluate the effectiveness of Leadership and Management
- To monitor and evaluate the impact of quality of teaching on rates of pupil progress and standards of teaching
- To monitor and evaluate rates of progress and standards of achievements by pupils, including any underachieving groups
- To monitor and evaluate the impact of continuing professional development on improving staff performance
- To set priorities for improvement and monitor and evaluate the impact of improvement plans which relates to the committees area of operation
- To monitor and evaluate provision for all groups of vulnerable pupil (e.g. looked after children) and ensure all their needs have been identified and addressed and to evaluate their progress and achievement



- To regularly review and develop the Assessment policy and to ensure the policy is operating effectively
- To consider recommendations from external reviews of the Academy (e.g. Ofsted), agree actions as a result of the reviews and evaluate regularly the implementation of the plan
- To ensure all pupils have equal opportunities

### **Engagement**

- To monitor the school's publicity, public presentation and relationships with the wider community
- To identify and celebrate pupil achievements
- To oversee arrangements for educational visits, including the appointment of a named co-ordinator
- To ensure all statutory requirements for reporting and publishing information are met and the school website content is fully compliant and presented in an accessible way