MONKS RISBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL
ACHIEVEMENTS COMMITTEE
TERMS OF REFERENCE 2025-26

MEMBERSHIP:	According to the agreed committee structure. To include: The Vicar of St. Dunstan's Church (if circumstances permit), all Foundation Governors and the Headteacher. Associate Members may be appointed by the Full Governing Body (FGB) as members of this committee.
MEETINGS:	Twice per term. Procedural arrangements for scheduling and circulation of documents as per the FGB.
CLERK:	Rotational amongst members; cannot be the Headteacher.
QUORUM:	At least THREE governors.
VOTING RIGHTS:	Restricted to Committee Members. Associate Members can be given voting rights by the FGB. Decisions by majority vote, Chair to have a casting vote but only if a governor.
CHAIR and VICE-CHAIR:	To be elected annually by the Committee. In their absence the Committee shall choose an acting Chair for that meeting.

SUBJECT AREA	Terms of Reference
1. Leadership & Management	To provide support, guidance and challenge for the Headteacher and senior leaders in all matters relating to Progress, Standards and Achievement. To develop leadership and management to ensure strong subject, pedagogical and content knowledge, and by engaging with staff to help manage workload. *To support the development of middle and future leaders, taking account of succession planning.* To ensure that all school leaders and governors focus on sustaining, developing and nurturing the school's distinctive Christian vision, values and ethos, in accordance with its vision: **'A school family where everyone thrives in every way.'** To ensure a whole school approach to mental health and wellbeing.
2. School Strategic Plan (SSP)/School Development Plan (SDP)	*To contribute to the formulation of the School's Strategic Plan, and to monitor and evaluate progress made towards achieving the goals and priorities which fall within this Committee's remit.* To contribute to and monitor the SDP, and recommend it for approval to the Full Governing Body. *To develop, with the Headteacher and staff, through rigorous self-evaluation, a focussed School Development Plan to secure and sustain improvements focussing on:* • *Leadership and Governance* • *Curriculum and Teaching* • *Achievement* • *Attendance and Behaviour* • *Personal development and wellbeing* • *Inclusion* • *Safeguarding* • *Early Years* • *Culture, Reflection of School Values, Vision and Mission* • *Putting into Action School Strategic Plan* *To recommend the Plan for approval to the Full Governing Body.* *Monitor the implementation of the SDP and issues raised in the most recent Ofsted Inspection by:* • *Liaising with subject leaders*

	• *Receiving termly updates from the Headteacher* • *Conducting monitoring and evaluation visits* *Contribute to a robust School Self Evaluation Process, including governance – monitor progress and ensure actions are reflected in the SDP to secure improvement.*
3. Admissions and Key Stage transfer	To review the management of admissions and Key Stage transfer.
4. Church School: **Monitoring and Evaluation**	To ensure the School's distinctive Christian Values are embedded and expressed across all aspects of day-to-day school life and governance. To ensure the School promotes the key features and distinctiveness of Anglican Church schools, ensuring Collective Worship inspires and enhances the spiritual development of pupils and staff, and that Christian festivals and seasons of the Church year are observed and celebrated. To ensure the school develops a corporate life which attempts to glorify God in developing the full human potential of each person - whether pupil, member of staff, parent or governor. (John 10:10 – "I have come that they may have life to the full.") To monitor and evaluate excellence in Religious Education which includes between 5 and 10% of curriculum time, with at least 2/3 of that time spent on teaching Christianity, ensuring that learning and teaching of Christianity is effective and the progress of pupils' learning is assessed. To develop strategies for the improvement of teaching and learning in Christianity. To ensure that the Religious Education and Collective Worship policies contribute to an institution in which the Christian faith is manifested through every aspect of school life.
5. Teaching and Learning: **Monitoring and Evaluation**	*Receive and evaluate a termly report on:* • *The development of teaching including, how it is assessed, the effectiveness of teaching practices and any action to secure improvement* • *The development, quality and implementation of the curriculum including any initiatives/interventions to support disadvantaged pupils, pupils with SEND and their impact* • *Inclusion – the support provided to vulnerable and disadvantages pupils, including those with SEND* • *Behaviour– rewards/sanctions/exclusion data and the school's approach to fostering positive behaviour in line with School's vision and values* • *The impact of SMSC/PSHE/RSE provision and the Prevent Agenda* • *Pupil achievement - progress and attainment as a whole, and by sub-groups, including disadvantaged groups and those with SEND* • *Stakeholder engagement – activities, outcome and resultant actions to develop support for the school's vision and approach* • *Personal development and wellbeing – how the school supports pupils' growth and mental heath* • *Safeguarding practices in school and the impact of CP issues* • *Educational visits – planned and taken and their value / impact.* • *Attendance (including rate of persistent absenteeism) and interventions in place to improve attendance in line with government guidance, as a whole, and by sub-groups, including disadvantaged groups and those with SEND.*

	Using a combination of learning walks, observations, work scrutiny and discussions – together with the Headteacher's reports, monitor the extent to which teachers and staff: • *have high expectations of all pupils* • *understand the needs of the age group they are working with* • *have the relevant subject knowledge* • *use pupil assessment information to inform planning and teaching strategies to improve outcomes* • *ensure the accuracy of assessments through a process of internal and external moderation* • *ensure that parents and students understand their progress in relation to expected standards, and what they need to do to improve through effective feedback and marking strategies.*
6. ***Quality of Education:*** **Monitoring and Evaluation**	To monitor rates of progress and standards of achievement by pupils, including any underachieving groups, and evaluate using termly reports on the analysis of test and assessment results. To monitor the quality of education across the whole curriculum, ensuring the curriculum's intent is ambitious and equitable, and that it is taught effectively and with impact. To ensure the school leadership has appropriate systems for monitoring and evaluating the quality of teaching and learning in the school. To monitor school attainment targets and monitor progress towards them, including targets relating to children with identified special educational needs and those in receipt of Pupil Premium funding. *To monitor the quality of education with specific regard to the following:* • ***Intent:*** *Curriculum is ambitious and gives all learners the knowledge and cultural capital they need to succeed in life and also to be responsible citizens and well-rounded individuals; curriculum is coherently planned and sequenced with the same ambitions for all learners; learners study full curriculum.* • ***Implementation:*** *Teachers have good subject knowledge with support from leaders; teachers present subjects clearly and identify misconceptions; taught to remember in the long term; use assessment effectively; environment, resources and materials all conducive to positive learning; rigorous teaching of reading, mentioning reading for pleasure and phonics; also rigorous teaching of maths and writing.* • ***Impact:*** *Effective learning across the curriculum (where relevant, this is reflected in test results; learners ready for next phase in life; learners read widely)*
7. Behaviour and Attitudes: **Monitoring and Evaluation**	To monitor and evaluate the pastoral care of pupils, examining behaviour and attendance, and review policies related to their pastoral care, including those relating to behaviour and discipline. *To review policies related to pupils' pastoral care, including those relating to behaviour and discipline.* *To ensure the school has robust processes for the identification and support of at risk children, including those at risk of radicalisation and bullying.* *To monitor behaviour and attitudes with specific regard for:* • *High expectations; positive attitudes; resilience* • *High attendance and punctuality* • *Positive, respectful relationships: pupils feel safe* • *Understanding of justice for all, compassion for others and care for the environment*

8. Sports Premium	To monitor and evaluate the impact of sports premium on physical education provision.
9. SEND, Pupil Premium & Vulnerable Children: **Monitoring and Evaluation**	To monitor the use of alternate provision for Pupil Premium children and children with Special Educational Needs, ensuring there is evidence to demonstrate it is good quality and safe. To monitor and evaluate provision for all groups of vulnerable children (e.g., looked after children) and ensure all their needs have been identified and addressed, and to evaluate their progress and achievement.
10. Pupil Premium Strategy	Review the Pupil Premium strategy in line with the SDP. Ensure the strategy is published on the school website in line with requirements of grant funding, prescribed timeframes, and using DfE templates.
11. Stakeholder and partnership engagement	To ensure effective communication, relationships and partnerships between the school, parents, the church and the wider community. *Engage with parents, carers and other stakeholders /agencies, taking account of users' views to develop capacity for sustainable improvement in supporting pupils' outcomes, behaviour and safety and their spiritual, moral, social and cultural development.* *Monitor how the school engages with the school's wider community and the impact of the school on the community.* *Improve the school, extend the curriculum, and increase the range and quality of learning opportunities for students by working in partnership with:* • *Other schools* • *The church and diocese* • *External agencies* • *The community*
12. Website	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
13. Personal Development	To monitor the provision of enrichment and extension activities and the broader curriculum, ensuring they assist pupil wellbeing and prepare pupils for their next steps and life in modern Britain. To monitor and keep under review the provision for sex and relationships education, and evaluate the impact of SMSC and PSHE provision. *Understand pupil development through consideration of the extent to which the curriculum:* • *extends beyond the academic, technical or vocational – to include sufficient PE / sport provision, climate change and sustainability awareness, enrichment through the arts, life as part of the local and global community and food education, including practical cooking - in line with government guidance* • *ensures that teaching prioritises pupil wellbeing* • *prioritises teaching pupils how to stay safe, including online* • *prepares pupils for next steps, ie., their transition to their next key stage* • *prepares them for life in modern Britain and as responsible members of the global community – School values and British values*

14. Safeguarding & Equality	Ensure the school has robust processes for identifying and supporting at–risk children, including those at risk of radicalisation and bullying. To consider safeguarding and equalities implications when undertaking all committee functions. To ensure all children have equal opportunities.
15. Home Learning	To develop and review the Home Learning Policy and strategy in line with DfE guidance, ensuring that high quality online and offline resources are available to pupils, that remote learning is linked to curriculum expectations, and that staff are trained in the delivery of remote learning.
16. Educational Visits	Review the number and type of Educational Visits to identify gaps in opportunity and provision, consider the clarity of the objectives for visits, and monitor the benefits for students towards learning and raising achievement.
17. Policies	Monitor, review and approve policies allocated to the committee in the school's policy review schedule. *Ensure changes to policies from the Local Authority are implemented.*
18. Review	Contribute to a robust school Self Evaluation Process, to include Governance, monitoring progress, and ensuring actions are reflected in the SDP to secure improvement. 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 implementation regularly. To monitor and review the school's self-evaluation as a Church school regularly, ensuring that self-evaluation is ongoing, contributes to school improvement and ensures outstanding preparation for a SIAMS inspection.
19. Governance	To consider and advise the Governing Body on matters relating to the school's curriculum, including statutory requirements and implications for Resources (Finance, Personnel, and Premises, Health, and Safety) decisions. To report back to Full Governing Body meetings by submission of minutes and discussion of these.
20. Minutes	*Minutes (with decisions and action points) will be taken at each meeting and circulated promptly to all members of the Governing Board.*

Achievements Activity	**Frequency**	**Report at Achievements:**	**Report at FGB:**
Monitoring & evaluation of teaching and learning	Termly	By Subject Governors	Subject governors*
Safeguarding	Termly	By Head and CP Gov	CP Governor*
Review SDP, SEF	Termly	By Head	Head
Educational visits	Termly (HT report)	By Head By Head	Head

	Annual (cost–benefit)		
Stakeholder	Termly	FGB	Head

ALL ABOVE DUTIES TO BE COMPLETED ON AN ONGOING BASIS, WITH THE EXCEPTION OF:

Home Learning	Annual (Autumn)	FGB	Head
Admissions & key stage transfer	Annual	Autumn, By Head	Head*
Reporting – website	Annual	Autumn, By Head & Web Governor	Head & Web Gov*
SDP	Annual (summer)	FGB Summer: draft FGB Autumn: approve	Summer, by Head (draft) Autumn, by Head (approve)
Personal development	Annual	FGB: Summer	Summer, by Head

***** **if issues identified as relevant to Full Governing Body**

NB: Revisions since the previous version are *italicised and underlined*

Policy Schedule:

Policy	Review Cycle	Term
Anti-Bullying	Annual	Autumn
Anti-Racism	Annual	Autumn
Assessment & Recording	Annual	Autumn
Behaviour	Annual	Autumn
Behaviour Statement	Annual	Autumn
Children Missing in Education	Annual	Autumn
Collective Worship	Three-Yearly	Autumn
Early Years Foundation Stage	Three-Yearly	Autumn
Educational Visits		Autumn
Home School Agreement	Annual	Autumn
Home Tuition & Hospital Teaching Service Guidance	Annual	Autumn
Marking & Feedback	Annual	Autumn
Online Safety	Three-Yearly	Summer
ECT Induction Policy (NQT)	Annual	Autumn
PSHE	Two-Yearly	Spring
Religious Education	Three-Yearly	Summer
Relationships	Annual	Summer
School Uniform Policy	Two-Yearly	Autumn
Suspensions & Permanent Exclusion	Annual	Autumn
Sex Education	Annual	Summer
Supporting Pupils with Medical Needs	Annual	Autumn
Curriculum	Annual	Autumn
ICT Pupil Acceptable Use	Annual	Autumn
Remote Learning	Annual	Autumn
Safeguarding School Dog	Annual	Autumn
School Dog	Annual	Autumn
Swimming	Annual	Summer