The Holy Spirit Catholic Multi Academy

STANDARDS & STRATEGY TERMS OF REFERENCE

'With grace and humility, glorify the Lord by your life.'

The terms of reference for the Standards & Strategy Committee were approved and adopted by The Holy Spirit MAC

Policy Ratified on:	**15th July 2025**
Signed by Director of the Academy Trust Company	
Signed by the CEO	
Next Review:	**July 2026**

Introduction

The Board of Directors of the academy company is responsible for strategy. They set the vision, ethos and strategic direction. They determine the policy and procedures of the academies. They hold the Principals to account for the educational performance of the academies they lead. They monitor the use of the academies' budgets. They monitor, evaluate and review the strategic framework that underpins the running of the academies.

The Board provides for the strategic running of the academies by establishing core committees, devolving responsibilities and delegating tasks to those committees to undertake the key strategic functions required for running all the academies in a collaborative manner. The core committees focus on decision making in relation to strategy, policy and procedures to be implemented across all the academies.

Overall purpose

The main functions of this committee are to:

- Provide a sharply focused oversight of the academies' core business of curriculum, teaching, learning, and assessment, with a clear understanding of the direct impact of the quality of provision on children's learning, formation, attainment and progress that is shared by all Directors.
- Provide a strong policy, monitoring, evaluation and reporting framework with respect to provision, performance and standards to enable the academies to meet the learning needs of all children, so they can make at least good progress across the subjects of the curriculum, but particularly in the core.
- Enable the academies to be accountable for their performance and standards, by holding the Principals and other senior leaders to account for the quality of teaching, pupils' achievement, and pupils' behaviour and safety, and providing the kind of curricular experience and teaching and learning strategies that make the most difference to children's enjoyment in learning, their attainment in relation to national expectations, and rates of progress.
- Make recommendations to the Board of Directors and to other committees as necessary and appropriate.

Membership

- The membership is determined by the Board of Directors at its first meeting in the Autumn Term. There are four members of the committee.
- The Directors are:
    - Jim Foley (Chair)
    - Jessica Moore (Vice Chair)
    - Avril Staley
    - Sinead Smith
- The Associate Members of the committee are:
    - **Principal or Vice Principal**
    - **Education Standards Committee representative**
- Those given permission to attend committee meetings as observers/advisers are: Claire Wright.

Quorum

- Three (minimum).
- A majority of those present for a vote must be Directors.

Chair of committee:

- As elected by voting members of the committee at the first meeting of the year:

Vice chair of committee

- As elected by voting members of the committee at the first meeting of the year:

Clerk

- Appointed by the Board of Directors – Lisa McCord
- In the absence of the clerk, the committee may choose one of its members to clerk the meeting. The Principals do not clerk any meetings of the Board of Directors or any of its committees.

Meeting dates for the academic year

- At least **three times** a year
- Dates: **Each half term**

Date of review

- Annually: **July**

Meetings

- Meetings will be conducted in accordance with the Board of Directors' Code of Practice.

Key area: Quality Provision

Function

- To discharge the Directors' responsibilities for ensuring the academies' curriculum is compliant with the National Curriculum and meets the needs of the children in the academies, with due attention to reading, writing and mathematics.
- To discharge the Directors' responsibilities for ensuring the provision of spiritual, moral, social and cultural education reflects the teachings of Christ and his Church and the values of the Gospel, and the academies' Catholic character, for example:
    - Sex and relationship education is in accordance with the Directors' policy;
    - There is appropriate provision for personal, social and health (including drugs) education; sport; the arts; and curriculum enrichment activities.
- To discharge the Directors' responsibilities with respect to adopting, implementing, monitoring, evaluating and reviewing the academies' policies for:
    - Teaching and learning, so all teaching in the academies consistently meets the Ofsted criteria of good or outstanding;
    - Assessment, so that assessment promotes good learning and progress;
    - Pupils with SEND, so their needs are met in accordance with the SEND Code of Practice;
    - Inclusion; looked after children; equality matters, i.e. racism; gender; etc.;
    - Pupil behaviour and discipline, and attendance;
    - Child protection and safeguarding;
    - Academy visits; and
    - Addressing any queries, concerns or complaints arising.
- To discharge the Directors' responsibilities for ensuring appropriate provision for Early Years and / or Sixth Form pupils where applicable.
- To arrange appropriate Director training to ensure Directors (and Academy Representatives) know and understand:
    - Their powers, duties, roles and responsibilities in relation to the provision of a broad, balanced curriculum and quality teaching that meets the needs of all children; and
    - Any other matter related to provision identified through an audit of the Board of Directors' knowledge, skills and experience or at the request of Directors.
- To prepare for the Board of Directors an annual summary report, which reviews how the committee has discharged its responsibilities to provide a quality educational experience for all children that meets their needs and enables them to learn and grow to be the human persons God calls them to be, in order to benefit the pupils of the academies and impact on their learning, formation, attainment and progress.
- To plan strategically for future growth and engage proactively with all relevant stakeholders to ensure the effective management of growth and the continued viability of the MAC.

Key area: Performance and Standards

Function

- To discharge the Directors' responsibilities for ensuring they monitor the academies' effectiveness and hold the Principals to account for the academies' performance and standards.
- To discharge the Directors' responsibilities with respect to adopting, implementing, monitoring, evaluating and reviewing the academies policies for:
    - Target setting, and managing and using pupil attainment and progress data so that all pupils' make at least good progress;
    - The use of Pupil Premium so that the children concerned overcome barriers to learning, including reading, writing and mathematics; and
    - The use of Sport Premium and how it has been spent on improving current Physical Education & School Sport provision. To hold schools to account on how they spend the money and to be able to evidence progress/improvement.
    - Addressing any queries, concerns and complaints arising.
- To discharge the Directors' responsibilities for ensuring:
    - All Directors' and Academy Representatives understand and use performance data to provide challenge and support to the Principals and the Academies, for example:
        - Keeping under review progress towards annual pupil targets;
        - Reviewing end of year results against annual pupil targets;
        - Reviewing all academies' performance data in the public domain, i.e. national assessments, examination and test results, league tables, Ofsted data dashboard, and any other information from the tracking system used in the academies.
    - Academy Representatives engage in dialogue as a 'critical friend' with the Principal, senior leaders and subject leaders in the academy concerned, about pupil attainment, progress and standards, in year groups, class groups, in relation to pupils with specific characteristics, so that Academy Representatives know the strengths and weaknesses of the academy, the priorities for improvement, and the implication for staff development and financing, and report to the Directors' Performance and Standards Committee as required
- To discharge the Directors' responsibilities for ensuring the policy for behaviour impacts positively on pupils' learning by monitoring:
    - Behaviour;
    - Attitudes to learning;
    - Incidents that suggest a disrespect for the dignity of the human person and intolerance of others;
    - Exclusions; and
    - Evidence of the development of character, maturity and virtues in pupils.

- To arrange appropriate director training to ensure Directors (and Academy representatives) know and understand:
    - The use of the Ofsted data dashboard and ASP;
    - How to engage in conversations that support, challenge, and hold the individual Principals to account for performance and standards in the academy they lead including the use of Pupil Premium and the academy's budget.
    - Any other matter related to performance and standards identified through an audit of the Board of Directors' knowledge, skills and experience or at the request of Directors.
- To prepare for the Board of Directors an annual summary report, which reviews how the committee has discharged its responsibilities regarding monitoring performance and standards, in order to benefit the pupils of the academies and impact on their learning, formation, attainment and progress.