



EDUCATIONAL STANDARDS AND CULTURE COMMITTEE TERMS OF REFERENCE

1. *Constitution*

- 1.1 The Trustees of Maiden Erlegh Trust (the Trust Board) hereby resolve to establish a committee of the Trust Board to be known as the Educational Standards and Culture Committee (the Committee).

2. *Membership*

- 2.1 The Committee shall have a minimum of four members and a maximum of seven members. In adherence to Article 101 of the Trusts Articles of Association, a majority of Committee members must be Trustees.

- 2.2 The membership of the committee for the 12 months from September 2026 is:

2.2.1 **Trustee as Chair**

2.2.1.1 Christine Jones

2.2.2 **Trustees as committee members**

2.2.2.1 Mike Bellamy

2.2.2.2 Jane Williams

2.2.2.3 Deborah McCartney

2.2.3 **Up to 3 Hub Representatives**

2.2.3.1 Lindsey Bowden

2.2.3.2 Michelle Hobbs

2.2.3.3 Paddy Bullard

- 2.3 The Director of Education will ordinarily attend the meeting in a non-voting capacity, to provide information and participate in discussions.

- 2.4 The Trust Board will annually elect a member to act as chair of the Committee (the Chair). This will be a member of the Trust Board. The Committee will elect a temporary replacement from among the members present at the meeting in the absence of the Chair.

- 2.5 No person may act as Chair under paragraph 2.4 unless they are also a member of the Trust Board.

- 2.6 The Lead Governance Professional shall act as the Clerk to the Committee.

- 2.7 The Committee may invite attendance at meetings from other persons who are not Trustees or Committee members to assist or advise on a particular matter or range of issues. Such persons may speak with the permission of the Chair but shall not be entitled to vote.

3. *Remit and responsibilities of the Committee*

- 3.1 The Committee shall be responsible for the matters set out in the Schedule and the Scheme of Delegation. Where conflicts arise, the Scheme of Delegation shall take precedence.



4. *Proceedings at Committee meetings*

- 4.1 The Committee shall meet as often as is necessary to fulfil its responsibilities but shall meet at least three times a year.
- 4.2 Any two Committee members can request that the Chair convene a meeting by giving no less than 14 days prior notice.
- 4.3 The quorum for the transaction of the business of the Committee shall be a majority of the Committee members and no vote on any matter shall be taken at a meeting of the Committee unless the majority of members of the Committee present are Trustees.
- 4.4 Every matter to be decided at a meeting of the Committee must be determined by a majority of the votes of the eligible members present and voting on the matter.
- 4.5 Each member present in person shall be entitled to one vote.
- 4.6 Where there is an equal division of votes the Chair shall have a casting vote.
- 4.7 A register of attendance shall be kept for each Committee meeting and published annually in compliance with the requirements of the Academy Trust Handbook.

5. *Authority*

- 5.1 The Committee is authorised by the Trust Board to:
 - 5.1.1 Carry on any activity authorised by these terms of reference; and
 - 5.1.2 seek any appropriate information that it requires from any officer of the Trust and all officers shall be directed to co-operate with any request made.

6. *Reporting Procedures*

- 6.1 The Committee will:
 - 6.1.1 ensure all reports to the Committee are made available on the Trust's chosen document storage system at least seven days before the Committee meeting.
 - 6.1.2 within 14 days of each meeting, produce and agree minutes of its meeting which will be made available to all Trustees on the Trust's chosen document storage system.
 - 6.1.3 at the next Trust Board meeting, provide a verbal summary report identifying (i) decisions made, (ii) recommendations to the Trust Board, (iii) any items for the information of the Trust Board, (iv) items for further discussion by the Trust Board and (v) items of be communicated to the School Advisory Boards.
- 6.2 The Committee shall arrange for the production and delivery of such other reports or updates as requested by the Trust Board from time to time.
- 6.3 The Committee shall conduct an annual review of its work and these terms of reference and shall report the outcome and make recommendations to the Trust Board.



SCHEDULE OF RESPONSIBILITIES OF THE EDUCATIONAL STANDARDS AND CULTURE COMMITTEE

Strategic Plan Objectives

Educational Standards

Outcomes and Destinations - Outcomes in mainstream to be in the top 10% nationally and 100% of children with EHCPs to meet their learning goals. 100% of children will have a meaningful destination.

- Regularly review and develop the quality and implementation of inclusive curricula across schools; building in high expectations, ambition and appropriateness for setting.
- Across SEND settings, develop and implement precise assessment and review processes to ensure that EHCP outcomes are met through appropriate provision, including the development of therapy teams.
- Annually review of our careers education, information and guidance (CEIAG) strategy to ensure that all pupils and students have appropriate destinations and aspirations are not restricted, including for our most disadvantaged young people.

Quality of Education Provision - All schools judged to be Grade 2 or higher as measured through formal accountability processes.

- Implement and refine a full programme of school support, challenge and improvement including, regular review, SIP and SPR review and action cycles, focused quality assurance and ambitious school improvement planning.
- Develop assessment and intervention model further to raise standards of pupil performance and to ensure no pupil is left behind.
- Further develop pedagogical and subject expertise through integrated cycles of staff development, quality assurance and expert educational leadership. Developing effective opportunities and forums for staff to share best practice and collaborate.

Marker of Excellence - Strategies to narrow gaps are shown to continually eliminate inequality across groups.

- Monitor the attainment and progress of all pupils regularly to identify and address any emerging gaps through appropriate interventions and highly effective teaching strategies.
- Provide opportunities for staff to engage with evidence to develop their pedagogy so that all pupils have access to highly effective teaching to reduce variation within and between schools.
- Develop a coherent Personal Development curriculum.
- Gain external accreditation for subjects or specific groups through appropriate awards such as kitemarks or quality marks.

Culture and Inclusion

Safeguarding - A culture of safeguarding is embedded in all schools as measured through external validation.

- Implement a Trust Safeguarding Strategy.
- Improve the monitoring of safeguarding incidents through more strategic and systematic use of CPOMS reporting tool and use of an oversight tool 'Spotlight'.
- Develop the inhouse training offer for designated staff through the addition of a DSL update course and a condensed mental health course based on the existing two-day course.

Attendance - Attendance for all groups is above the local and national average.

- Implement a Trust Improving Attendance Strategy.
- Implement regular mandated meetings for SLG attendance leads.
- More rigorous responses to absenteeism, particularly persistent absenteeism including the issuing of an increased number of Fixed Penalty Notices.
- Develop a culture where absence is everybody's responsibility (as with PP and SEN).

Behaviour and Inclusion - Permanent Exclusion and Suspension rates to be below the national average in all schools.

- Reduce the rates of suspension and permanent exclusion.
- Reduce the average length of suspensions.
- Develop a culture in which school leaders are more creative in their use of consequences.
- Develop and embed culture of 'default yes' between secondary headteachers to allow greater movement of children between MET settings to manage and improve behaviour.
- Develop outreach offer from Cranbury for early intervention.

Purpose

- a) to inform Trustees about the Trust's progress in terms of school improvement linked to educational standards, culture and inclusion and present the relevant evidence underpinning leaders' evaluations.
- b) to inform Trustees of progress against the specific key performance indicators outlined above.
- c) to ensure the Trustees understand how the Trust is meeting statutory obligations in the pursuit of these strategic objectives.