



Farnborough Road Infant School

Performance and Standards Committee: Constitution and Terms of Reference - September 2025

Membership

1. The Committee will consist of ALL governors including the headteacher (or their representative)
2. For the purposes of succession planning and securing a wide skill base, **associate members** may be invited to join the committee. Associate members do not have a vote
3. The Chair and Vice Chair of Governors will lead this committee and will be reviewed annual.

Quorum

1. 6 Governors to include the Head teacher (or nominated representative) will represent a quorum.

Meetings

1. The Committee will normally meet 3 times during the academic year or otherwise if required.
2. A Group of three Governors will be nominated to undertake the Headteacher's Performance Management, employing the services of a suitably qualified reviewer (see TOR for the Pay Committee).
3. The agenda will be agreed by the Chair with the Clerk and in liaison with the Headteacher, with reference to the Terms of Reference, annual planner, previous agenda and other internal / external issues. The agenda will normally be sent to committee members at least 7 days before the meeting with relevant papers.
4. The meetings will be minuted by the clerk. The minutes will highlight questions asked by the governors to support and challenge the school. The minutes will be available to committee members within 10 working days of the meeting being held and remain as draft minutes until agreed at the next meeting of the committee.
5. The Clerk to Governors will keep a record of all meetings.

FOCUS:

CURRICULUM AND STANDARDS

1. To monitor and review policies and provision for the assessment and tracking of pupil progress
2. To monitor and evaluate the impact of the quality of teaching and classroom support on rates of pupil progress and standards of achievement
3. To monitor and evaluate pupil progress and attainment against Age Related Expectations (ARE) to include comparing performance:
 - I. On a termly and annual basis
 - II. Of specific groups including underachieving or vulnerable groups such as: SEND, EYPP, CIC.
 - III. Against available benchmarks
 - IV. By identifying trends over time (3 years)
4. To ensure that the SIP addresses the priorities for raising standards, including appropriate targets / success criteria

5. To monitor and evaluate the impact of professional development on performance and standards in line with SIP priorities
6. To monitor the breadth and balance of the school's curriculum and to consider the impact of how the curriculum is taught, evaluated and resourced
7. To ensure that the school promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and to prepare children and young people positively for life in modern Britain
8. To review and monitor Pastoral matters of the school including behaviour, exclusion, online safety, bullying
9. To consider recommendations from external assessment of the school, agree actions as a result of reviews and evaluate frequently the implementation of the plan.
10. To monitor the level and nature of complaints and review their outcomes on a regular basis to ensure the effectiveness of the procedure
11. To ensure that the school seeks and considers feedback from all stakeholders
12. To monitor and review the contribution and impact of partnership and collaborative working on the schools development.
13. To review staff appraisal
14. Receive reports from the Lead Governor with responsibility for Pupil Premium, scrutinise and revise where necessary the school policies and procedures relating to Teaching, Learning and Assessment

Standing Items

- Monitoring quality of teaching
- SIP
- Staff Appraisal
- Pupil progress and attainment
- Key curriculum areas of focus (linked to SIP)
- Feedback from recent governor training to inform the work of the committee

Lead Governors

- Lead Governor for SEND
- Lead Governor for Pupil Premium and Attendance
- Lead Curriculum Governors
- Lead Early Years
- Lead Pastoral

Key Questions for governors to support and challenge the school

- Is the curriculum provided broad and balanced?
- How are senior leadership judgements about the quality of education verified?
- Are we involved in teacher training partnerships? What is the value and risks?
- How does the school support teacher and other staff CPD?
- What impact does CPD have on the school and on staff? How is this monitored and evaluated?
- What partnerships is the school involved in?
- How does the school benefit from these partnerships? What impact do they have on the school?

- Are there any incidents of behaviour, exclusion , e-safety, homophobic, bullying etc?
- What progress and attainment is made by pupils in relation to Age Related Expectation and against national expectations by:
 - (i) The Class/cohort
 - (ii) Gender
 - (iii) Ethnicity
 - (iv) Most Able
 - (v) SEND
 - (vi) Disadvantaged/Pupil Premium
 - (vii) LAC
 - (viii) Pupils requiring additional support
- How does pupil progress and attainment compare to available benchmarks and similar schools to determine the school's trends?
- Is the presentation to governors of pupil achievement information appropriate? eg provides governors with key information and leadership analysis, evaluation and judgements
- How is pupil progress and achievement verified by the school?
- Is the appraisal process rigorous and fair and supports relevant equal opportunities legislation
- Are the headteacher's performance management targets appropriate and challenging eg how do they address the *SIP* priorities, pupil progress, attainment and standards, the quality of teaching and learning etc
- How is the Mental Health and Workload of staff considered?
- Are we developing an effective partnership with parents/carers, the children, the local community and other stakeholders?