

## **CHALLENGE AND COMMUNITY COMMITTEE (C&CC)**

### **TERMS OF REFERENCE**

#### **Role**

The role of the Challenge and Community Committee (C&CC) is to carry the Trust’s vision, values, policies and priorities forward, provide internal assurance and, in addition, to develop the local community links. The C&CC is made up of governors who are expected to question, challenge and support the school’s leadership. The Trust Board considers the governors a part of the leadership of the school. It is their role to:

- provide additional assurance to the Trust Board (usually via approved Minutes) that the school is being run effectively
- hold the school to account
- provide a link between the school, the Trust and the local community.

#### **Authority**

Challenge and Community Committees (C&CCs) are responsible for holding Principals and their leadership teams to account for aspects of the quality and effectiveness of the school experience of the pupils under their care. This role is undertaken through the monitoring of performance against an annual school development plan, overseeing systems and processes for the safeguarding of children along with the health, safety and wellbeing of the school staff and that key financial expenditure (Pupil Premium, catch up and sports funding) is well spent.

C&CCs are also expected to ensure that pupil voice is heard by senior leaders and responded to. C&CCs should also provide support for school leaders to develop strong community relationships, especially with parents. C&CCs are ambassadors for the school and as such are in regular attendance at key events as well as supporting school leaders with disciplinary panels.

#### **Membership and Administration**

##### **Membership**

Two parent governors  
 A minimum of three co-opted governors (one usually being a Trustee, one usually being from education leadership (from another school within the Trust)  
 Principal (ex-officio member)

Vice Principals and other staff attend by invitation to make presentations.

CEO is invited to be in attendance.

##### **Quorum**

Three governors.

##### **Terms of Office**

Four years.

##### **Chair**

The Chairs are appointed by the Trust Board.

##### **Length of Meeting**

The Chairs will be responsible for ensuring that the agenda is considered in full within a time limit of two hours.

##### **Decisions**

Any decisions will be on a majority basis.

## **Meetings**

- The Chair will ensure that the C&C will meet no fewer than three and ideally six times per year (frequency to be agreed with CEO). Although there may be more frequent meetings scheduled at the Chair's discretion.
- C&CCs will receive reports from the school in sufficient detail to enable them to undertake their strategic responsibilities for planning, monitoring and evaluation.
- The agenda and relevant papers will be available to members of the C&CCs a week prior to the meeting.
- Minutes will be sent to the Chair and Principal within one week for comment.

## **Clerk**

Trust Governance and Compliance officer will work closely with the Chair to support communication and all administration. If, for any reason they are unavailable, the Principal's PA at the school will undertake clerking duties.

## **Minutes**

To be circulated to members of the C&CC within two weeks of a meeting with verbal feedback to Trustees at the next Trustees meeting or via minutes where appropriate

## **Items of Any Other Business**

Items of 'any other business' should be raised by governors to the Chair or through the Trust's Governance and Compliance Officer at least 48 hours prior to the meeting date.

## **Duties**

### **Safeguarding**

- To ensure the school's annual safeguarding audit is completed and that an action plan is produced.
- To independently review procedures for staff recruitment and training for safer recruitment, including monitoring of the single central register.

### **Premises, Health and Safety**

- To review the Accessibility Plan and recommend for Board approval.
- To receive Health and Safety school practice reports from the designated SLT member.
- To be informed of Health and Safety RIDDOR reports, fire risk assessments, asbestos risk management plan and monitoring of buildings as regards safety.
- To receive Health and Safety audits and satisfy themselves that appropriate actions are taken to ensure compliance.
- To ensure that the school has risk assessments in place in line with Educational Visits/Risks Policy.
- To ensure the school has a Charging and Remissions Policy.
- To approve and periodically review the school's critical incident plans and procedures to ensure that they remain effective.

### **Staffing**

- To support Principals with senior appointments when appropriate and by invitation.
- To receive information on Continuing Professional Development (CPD) for staff.
- To be consulted on the Principal's staffing plan to advise the Trust on whether the staffing structure can effectively support the school's priorities.

### **Outcomes for Pupils**

- Receiving regular information from the Principal and SLT on the performance of pupils, including disadvantaged, more able pupils, those pupils in care and those pupils identified with SEND across all key stages.
- To be informed of school self-evaluation and improvement via the School Development Plan.
- Reviewing performance against targets as set by the Trust Board.
- To monitor the provision and ensure that the needs of children with Educational Health Care Plans are met.
- To monitor the provision for Children in Care and evaluate their progress and achievement.

- To monitor the provision for all groups of vulnerable children, prioritising disadvantaged pupils to ensure that their needs have been identified and addressed and to evaluate their progress and achievement.

### **Quality of Education**

- To be informed of the planning of middle leaders to raise attainment across all key stages and actions taken to address weaknesses across all subjects
- To check that the school regularly reviews the SEND Policy.
- To have an overview of the progress in delivering curriculum change, including 16-19 programmes of study and EYFS.
- To ensure that there is appropriately ambitious school vision for the curriculum and be consulted on major changes to the curriculum in each key stage.
- To ensure that the school prepares children for life in modern Britain with reference to British values.
- To review the policy and provision for Sex and Relationship Education.
- To consider recommendations from external reviews of the school and support the Principals with the actions needed to address identified issues.

### **Personal Development**

- To establish and keep under review pupils' well-being policies, including SEMH.
- To review the provision for Social, Moral, Spiritual and Cultural Development meets requirements.
- To ensure that the school meets its statutory duties for careers education and independent advice and guidance.
- To ensure that leaders plan and deliver a curriculum that prepares pupils for life in modern Britain.
- To evaluate the ways in which the school actively responds to pupil views.

### **Behaviour and Welfare**

- To review standards of behaviour through leaders' analysis of sanctions and use of exclusions.
- To keep under review the Behaviour Policy and Trust bullying protocols.
- To keep under review the Uniform Statement, the Home School Agreement and school communication protocols.
- To monitor and evaluate school systems for attendance and punctuality.
- To monitor and evaluate the school's safeguarding measures, including Child Protection and behaviour, including incidents of discrimination, bullying and exclusions.
- To ensure that procedures, following a permanent exclusion by the Principal, are compliant to guidelines.

### **Finance**

- To evaluate the impact of Pupil premium and Sports Funding (Primary) or Catch Up funding (secondary), ensuring value for money linked to outcomes.
- To provide support to Principals in marketing and recruitment so that schools are oversubscribed.

### **Leadership and Management**

- To check school leaders have robust systems in place for 'ensuring and assuring' the school curriculum.
- To monitor progress on aspects of the School Development Plan (SDP) as agreed with the Trust executive.
- To ensure effective, regular communication and consultation with parents, carers and relevant stakeholders.
- To receive pupil, staff and parent surveys and scrutinise leaders' response to these as appropriate.
- To have an accurate overview of any improvement plans following Ofsted and DfE inspections.
- To support Principals to develop and maintain effective relationships with local stakeholders.
- To act as an ambassador at school events.

Governors to also refer to Scheme of Delegation

*The Terms of Reference will be reviewed as necessary.*