Terms of Reference

Curriculum and Outcomes Committee

Forest Edge Federation Governing Board

Academic year	2026/27
Approved by the Governing Board	24/09/2026
Chair of Committee	Simon Hardy
Review date	September 2027

1. Status and authority

1. The Curriculum and Outcomes Committee is a committee of the Governing Board of Forest Edge Federation.
2. The committee has authority to undertake the functions and make decisions specifically delegated to it through these Terms of Reference and the Governing Board's Scheme of Delegation.
3. The Governing Board retains overall accountability for educational standards, curriculum quality, safeguarding and the achievement, personal development and wellbeing of all pupils. Delegation to the committee does not remove that accountability.

The committee will:

- act only within the powers delegated to it;
- comply with the Governing Board's code of conduct, standing orders and agreed policies;
- operate in accordance with relevant legislation, statutory guidance and the school's instrument of government;
- maintain a strategic focus and avoid involvement in operational management;
- liaise with other committees and link governors where responsibilities overlap;
- report decisions, recommendations, risks and areas of concern to the Governing Board; and
- refer any matter outside its delegated authority to the Governing Board.

In conducting all its business, the committee will consider:

- the quality of education and its impact on pupils' outcomes and future life opportunities;
- safeguarding, attendance, behaviour and pupil wellbeing;
- equality, inclusion and accessibility;
- the needs and outcomes of pupils with SEND and other vulnerable groups;
- Tutshill school's Christian or distinctive ethos, values and strategic priorities;
- pupil and parent voice;
- staff workload and professional capacity; and
- the financial, workforce and premises implications of educational priorities.

2. Purpose

The purpose of the Curriculum and Outcomes Committee is to provide strategic oversight, support and challenge so that every pupil receives a high-quality, ambitious and inclusive education and is enabled to achieve their full academic, personal, social, emotional, spiritual and physical potential.

The committee will seek assurance that:

- the curriculum is broad, balanced, coherent, ambitious and appropriately sequenced;

- teaching, assessment and curriculum implementation enable pupils to know more, remember more and do more;
- all pupils, including those with SEND, disadvantaged pupils and pupils facing additional barriers, access the curriculum and achieve well;
- leaders identify gaps in foundational knowledge and act effectively to address them;
- communication and language, reading, writing and mathematics are prioritised as essential foundations for learning;
- attendance, behaviour, safeguarding and personal development support successful learning;
- assessment information is accurate, proportionate and used to improve provision;
- school improvement priorities are evidence-informed and monitored for impact; and
- governors receive reliable evidence about educational quality, pupil experience and outcomes.

3. Membership

4. The committee will consist of a minimum of five governors, including the Headteacher or Executive Headteacher.
5. Membership will be determined by the Governing Board at its first meeting of the academic year.
6. Membership will include, or the committee will maintain close liaison with, the named Safeguarding Governor, SEND Governor and Pupil Premium Governor.
7. The Governing Board will appoint the Chair. The Chair should not be a member of school staff.
8. In the absence of the appointed Chair, the committee will elect a governor member to chair that meeting.

The committee may invite:

- members of the senior leadership team;
- the SENDCo, designated safeguarding lead or attendance lead;
- curriculum, phase or subject leaders;
- the early years leader;
- pupil or parent representatives for appropriate items;
- local authority, diocesan or professional advisers; or
- other persons whose expertise is required.

Invited attendees may attend all or part of a meeting but will not have voting rights.

9. Associate members may be appointed by the Governing Board. Any voting rights must be explicitly agreed and recorded by the Governing Board.
10. Associate members may not vote on matters from which they are legally excluded.
11. The Governance Professional or Clerk to the Governing Board will normally act as Clerk to the committee.

Membership should be reviewed annually to ensure the committee collectively possesses, or can access, appropriate knowledge of:

- primary curriculum and pedagogy;
- assessment and educational outcomes;
- SEND, disadvantage and inclusion;
- safeguarding, attendance and behaviour;
- early years provision;
- personal development and wellbeing;
- school improvement and inspection; and
- effective governance and use of evidence.

4. Quorum and voting

12. The quorum will be three governor members or half of the current governor membership of the committee, rounded up to the nearest whole number, whichever is greater.
13. The Headteacher's attendance is not required for the committee to be quorate, provided the minimum number of eligible governors is present.
14. Only governors and associate members granted voting rights by the Governing Board may vote.
15. No vote may be taken where associate members outnumber governors.
16. Decisions will be made by a majority of eligible members present and voting. Each eligible member has one vote.
17. If votes are equally divided, the Chair of the meeting will have a second or casting vote, provided the Chair is eligible to vote on the matter.
18. Decisions may only be made when the meeting is quorate.
19. Delegated decisions must be clearly distinguished in the minutes from recommendations requiring Governing Board approval.

5. Meetings

20. The committee will meet at least once in each long term, normally three times during the academic year, and more frequently where educational performance or safeguarding concerns require it.
21. The annual meeting schedule will be agreed at the beginning of the academic year.

Additional meetings may be called by:

- the Chair of the committee;
- the Chair of the Governing Board; or
- any two members of the committee.

22. Meetings may be held in person, remotely or through a hybrid arrangement, subject to the Governing Board's standing orders.
23. The agenda, supporting papers and previous minutes should normally be circulated at least seven calendar days before the meeting.
24. Late or urgent items may be considered at the Chair's discretion where members have enough information to make an informed decision.

Reports should enable governors to identify:

- the strengths and weaknesses of curriculum intent and implementation;
- pupil attainment, progress and wider outcomes;
- variation between subjects, phases, year groups and pupil groups;
- the impact of teaching, intervention and leadership action;
- attendance, behaviour, safeguarding and wellbeing trends;
- progress against school improvement priorities;
- risks, actions and timescales; and
- matters requiring escalation to the Governing Board.

6. Minutes and reporting

Minutes will record:

- the date, time and format of the meeting;
- those present and absent;
- declarations of interest;
- the principal points discussed;

- questions and challenge raised by governors;
- the evidence and assurance received;
- decisions made under delegated authority;
- recommendations to the Governing Board;
- actions, responsible persons and timescales; and
- any confidential items.

25. Draft minutes will be shared with the Chair as soon as reasonably practicable after the meeting.
26. Approved or draft minutes, as appropriate, will be available to all governors before the next Governing Board meeting.

The Chair will report to the Governing Board on:

- decisions taken and recommendations requiring approval;
- educational strengths and priorities for improvement;
- pupil outcomes and significant group differences;
- safeguarding, attendance, behaviour or inclusion concerns;
- progress against the School Development Plan;
- resource or workforce implications; and
- areas where further assurance is required.

27. Confidential minutes and papers will be handled in accordance with data protection requirements and governance arrangements.
28. If the Governance Professional is unable to attend, the committee will appoint a suitably competent stand-in Clerk. The Headteacher may not act as Clerk.

7. Responsibilities of the committee

7.1 Curriculum intent, breadth and ambition

The committee will:

- oversee the school's curriculum vision and ensure it reflects the school's ethos, context and strategic priorities;
- seek assurance that the curriculum is broad, balanced, ambitious and designed to give all pupils the knowledge and cultural capital needed to succeed;
- ensure curriculum plans clearly identify essential knowledge, vocabulary and progression;
- monitor how leaders identify and address gaps in foundational knowledge;
- ensure reading, communication and language, writing and mathematics are prioritised as foundations for learning;
- consider how the curriculum prepares pupils for secondary education and later life;
- ensure statutory curriculum requirements are met;
- monitor curriculum equality, accessibility and reasonable adjustments; and
- recommend the Curriculum Policy to the Governing Board where approval is reserved to the board.

7.2 Curriculum implementation and quality of education

The committee will:

- seek assurance that teaching is consistently effective and responsive to pupils' needs;
- monitor whether curriculum implementation matches leaders' intended sequence and ambition;
- consider evidence from leaders, assessment, work scrutiny, pupil voice and governor visits without attempting to inspect lessons;
- monitor the quality and impact of subject and phase leadership;
- seek assurance that staff have secure subject and pedagogical knowledge;

- monitor the effective deployment of teachers and teaching assistants so support promotes learning and independence;
- consider the quality and availability of curriculum resources, including digital provision;
- monitor remote or blended learning arrangements where required; and
- identify curriculum issues with financial, workforce or premises implications and refer them to the relevant committee.

7.3 Achievement:

The committee will:

- monitor the attainment and progress of all pupils using appropriately anonymised information;
- scrutinise internal and external assessment information and understand its limitations;
- compare school performance with relevant national and local information where available;
- monitor statutory assessment arrangements, including the reception baseline, phonics screening check, multiplication tables check and end-of-key-stage assessments as applicable;
- seek assurance that assessment is accurate, proportionate and used to identify misconceptions and inform teaching;
- challenge unexplained variation between subjects, phases, cohorts or groups;
- monitor whether pupils acquire and retain essential knowledge over time;
- receive an appropriate annual overview of teaching quality and curriculum impact; and
- report key trends, strengths, risks and priorities to the Governing Board.

7.4 SEND, inclusion and vulnerable pupils

The committee will:

- monitor the intent, implementation and impact of the school's SEND policy and provision;
- seek assurance that pupils' needs are identified early and provision is reviewed for effectiveness;
- monitor the attainment, progress, attendance, behaviour, wellbeing and participation of pupils with SEND;
- ensure pupils with SEND access an ambitious curriculum and are supported towards independence;
- monitor provision and outcomes for disadvantaged pupils, looked-after and previously looked-after children, pupils with a social worker, service pupils, young carers and other identified vulnerable groups;
- scrutinise the strategy and impact of pupil premium and other targeted funding;
- consider intersectional barriers and avoid treating pupil groups as homogeneous;
- seek assurance that statutory SEND information is published and that consultation duties are met; and
- liaise with the Finance and Premises Committee and People and Development Committee on resource, accessibility, staffing and professional-development needs.

7.5 Safeguarding and pupil wellbeing

The committee will:

- keep informed about statutory safeguarding expectations and seek assurance that policies and procedures are effective;
- receive appropriate safeguarding reports while protecting confidential case information;
- monitor whether pupils feel safe, know how to seek help and are taught to manage risk, including online risk;
- seek assurance that safeguarding is embedded across the curriculum and school culture;
- monitor provision for pupils' physical and mental health and emotional wellbeing;
- consider patterns in concerns, incidents, exclusions, bullying, discrimination and harmful behaviour;
- monitor the educational impact of safeguarding and welfare barriers;
- ensure appropriate liaison with the named Safeguarding Governor; and

- escalate significant or unresolved safeguarding concerns immediately through the appropriate governance route.

7.6 Attendance and behaviour

The committee will:

- monitor attendance, persistent absence and severe absence, including variation between pupil groups;
- seek assurance that leaders identify barriers early and use support, challenge and partnership effectively;
- monitor the number and educational impact of suspensions, permanent exclusions, internal removals and reduced timetables;
- oversee the effectiveness and consistent implementation of attendance and behaviour policies;
- consider whether behaviour supports calm, safe and purposeful learning;
- monitor bullying, prejudice-related incidents and discriminatory behaviour;
- seek assurance that pupils missing education and children absent from education procedures are effective;
- consider the voice and experience of pupils and families when evaluating barriers; and
- report significant trends, risks or statutory concerns to the Governing Board.

7.7 Personal development and wider opportunities

The committee will:

- monitor the school's provision for pupils' spiritual, moral, social and cultural development;
- seek assurance that relationships, health education and other statutory personal-development requirements are met;
- monitor careers-related learning, transition preparation and the development of aspiration in an age-appropriate primary context;
- consider the breadth and accessibility of enrichment, clubs, visits, residential experiences, sport, arts, leadership and community participation;
- monitor whether disadvantaged pupils and pupils with SEND participate fully in wider opportunities;
- seek assurance that pupils develop resilience, confidence, independence, citizenship and respect for others;
- monitor collective worship and religious education where within the committee's remit; and
- consider the impact of personal-development provision on pupils' wellbeing, conduct and future opportunities.

7.8 Early years foundation stage

The committee will:

- monitor the quality, intent and impact of early years provision;
- seek assurance that the curriculum supports communication and language, personal development, literacy, mathematics and wider learning;
- monitor assessment, starting points and outcomes while recognising the breadth of early childhood development;
- consider the quality of the learning environment, routines, safeguarding and relationships;
- monitor early identification of SEND and other barriers;
- seek assurance that transition into Reception and Year 1 is well planned; and
- consider the effectiveness of partnership with parents and carers.

7.9 School improvement and external accountability

The committee will:

- contribute to identifying and approving strategic priorities for school improvement;
- monitor implementation and impact of the School Development Plan;

- understand the evidence and success criteria used by leaders to evaluate improvement;
- use internal and external evidence to hold leaders to account for educational performance;
- monitor action in response to inspection, local authority, diocesan or other external review findings;
- challenge delay, underperformance or weak impact and seek clear corrective action;
- recognise and promote sustained strengths and effective practice;
- ensure self-evaluation is honest, evidence-based and focused on pupils' experience and outcomes; and
- advise other committees of improvement priorities with financial, staffing or premises implications.

7.10 Parent, carer and pupil engagement

The committee will:

- review evidence from pupil voice and seek assurance that pupils influence relevant aspects of school life;
- monitor how leaders engage parents and carers in learning, attendance, behaviour and wellbeing;
- seek assurance that communication about the curriculum, assessment, SEND and provision is clear and accessible;
- consider barriers to parental engagement and how they are addressed;
- monitor statutory consultation and publication requirements;
- consider complaints, concerns and compliments for themes and organisational learning, without hearing individual cases; and
- ensure engagement reflects the diversity of the school community.

7.11 Website and statutory information

The committee will:

- seek assurance that statutory curriculum, SEND, pupil premium, PE and sport premium, equality and other educational information is accurate and published on time;
- monitor whether website information is accessible, current and useful to families;
- ensure published policies reflect approved versions; and
- report material compliance gaps to the Governing Board.

7.12 Policies

The committee will:

- review policies delegated to the committee in accordance with the policy schedule;
- monitor their implementation and impact;
- ensure appropriate staff and professional consultation has taken place;
- identify safeguarding, equality, financial, workforce and workload implications;
- approve policies where authority has been delegated; and
- recommend policies to the Governing Board where full-board approval is required.

8. Delegated authority

Subject to the Governing Board's Scheme of Delegation, the committee may:

- approve policies specifically delegated to it;
- approve routine curriculum and assessment arrangements within the agreed strategic framework;
- approve the committee's programme of governor monitoring and link-governor activity;
- commission appropriate professional advice within an agreed budget;
- require reports and assurances from leaders on matters within its remit; and
- establish time-limited working groups for defined educational priorities.

The committee must refer to the Governing Board:

- approval of the school's overarching curriculum vision where reserved to the board;
- significant changes to curriculum structure, school day or educational model;
- matters presenting substantial safeguarding, legal, educational, financial or reputational risk;
- any sustained or significant decline in standards, attendance or pupil wellbeing;
- statutory policies or strategies reserved for board approval;
- matters requiring substantial additional resources or staffing changes; and
- any matter the committee believes requires full-board consideration.

9. Governor monitoring and visits

29. The committee will recommend an annual programme of governor monitoring linked to strategic priorities and statutory responsibilities.
30. Governor visits are conducted to provide assurance and deepen understanding. They are not inspections and governors will not make judgements about the performance of individual staff.
31. Visits must follow the Governing Board's agreed protocol and be arranged with the Headteacher or appropriate leader.
32. Governors will record evidence, questions and agreed follow-up in an appropriate report, which will be shared with the relevant leader and committee.
33. Governors must maintain confidentiality, safeguarding boundaries and professional conduct at all times.

The monitoring programme may include designated oversight of:

- safeguarding;
- SEND and inclusion;
- pupil premium and disadvantage;
- attendance and behaviour;
- early years;
- English, including reading and phonics;
- mathematics and science;
- foundation subjects and wider curriculum;
- personal development; and
- other priorities identified in the School Development Plan.

10. Information and monitoring

The committee will normally receive a proportionate dashboard or report covering:

- curriculum quality and subject-leadership development;
- attainment and progress, including statutory outcomes;
- outcomes and experiences of key pupil groups;
- SEND provision and impact;
- pupil premium strategy and impact;
- attendance, persistent absence and severe absence;
- behaviour, suspensions, exclusions and bullying;
- safeguarding themes and assurance;
- personal development, enrichment and pupil participation;
- early years provision and outcomes;
- parent, carer and pupil voice;
- progress against the School Development Plan;
- external review or inspection actions; and

- key risks, actions, owners and timescales.

Information should be timely, accurate, appropriately anonymised and sufficiently detailed to support effective challenge without drawing governors into operational management or individual pupil cases.

11. Confidentiality, data and conflicts of interest

34. Members must declare any actual, potential or perceived conflict of interest at the beginning of each meeting and whenever a relevant matter arises.
35. The committee will normally receive aggregated and anonymised pupil information. Identifiable information will be shared only where necessary, lawful and appropriate.
36. Members must not discuss individual pupils, families or staff outside authorised governance arrangements.
37. A member whose impartiality could reasonably be questioned must withdraw or refrain from voting as determined by the Chair with advice from the Governance Professional.
38. Confidential papers and records must be stored and disposed of securely.

12. Relationship with other committees

Finance and Premises Committee

The committee will collaborate on:

- resources required to deliver the curriculum;
- the impact and value for money of targeted funding;
- SEND, accessibility and premises requirements;
- educational technology and learning resources; and
- financial implications of improvement priorities.

People and Development Committee

The committee will collaborate on:

- staffing capacity and deployment;
- teaching assistant effectiveness and pupil independence;
- subject and pedagogical knowledge;
- leadership development and succession planning;
- professional development priorities; and
- workload or wellbeing implications of curriculum change.

Committee Chairs should communicate between meetings when an issue affects more than one committee.

13. Committee effectiveness

The committee will review its effectiveness annually, including:

- attendance and participation;
- the quality and timeliness of information;
- the level of support and challenge;
- completion of agreed actions;
- the impact of monitoring and delegated decisions;
- members' knowledge and training needs;
- the effectiveness of reporting to the Governing Board; and
- whether the remit, membership and meeting frequency remain appropriate.

The Chair will identify development needs and report these to the Governing Board.

14. Review of the Terms of Reference

39. These Terms of Reference will be reviewed annually by the committee.
40. Any proposed amendments will be recommended to the Governing Board.
41. The Terms of Reference take effect only when approved by the Governing Board.
42. Where a conflict exists between these Terms of Reference and the Governing Board's Scheme of Delegation or standing orders, the matter must be referred to the Governance Professional and Chair of the Governing Board.

Appendix 1: Suggested delegated policies

The Governing Board should confirm the final list annually. Suggested policies include:

- Curriculum
- Teaching and Learning
- Assessment
- Early Years Foundation Stage
- English, Reading and Phonics
- Mathematics
- Science and Foundation Subjects
- Computing and Acceptable Use
- SEND and Inclusion
- Accessibility Plan, in liaison with Finance and Premises
- Pupil Premium
- Attendance
- Behaviour
- Suspension and Permanent Exclusion
- Anti-Bullying
- Relationships, Health and Sex Education
- Equality and Diversity
- Supporting Pupils with Medical Conditions
- Administering Medicines
- First Aid, where allocated
- Educational Visits
- Collective Worship
- Religious Education
- Personal, Social, Health and Economic Education
- Remote Education
- Homework or Home Learning
- More Able Pupils
- Looked-After and Previously Looked-After Children
- Children with Health Needs Who Cannot Attend School
- Online Safety, in liaison with safeguarding oversight
- Careers-Related Learning and Transition, where applicable

Statutory policies may be reviewed by the committee, but final approval should remain with the Governing Board where required by law, statutory guidance or the Scheme of Delegation.

Appendix 2: Suggested annual work programme

Autumn term

- Confirm membership, Chair, quorum and meeting dates
- Review Terms of Reference and governor monitoring assignments
- Review prior-year statutory outcomes and current curriculum priorities
- Review school self-evaluation and School Development Plan priorities
- Receive safeguarding, attendance and behaviour assurance
- Review pupil premium and SEND priorities
- Review early years provision and baseline information
- Agree governor monitoring programme
- Review statutory website information and scheduled policies

Spring term

- Monitor curriculum implementation and subject-leadership development
- Review internal assessment and pupil-group information
- Monitor progress against the School Development Plan
- Review attendance, persistent absence and behaviour
- Review SEND provision and targeted interventions
- Review teaching, learning and professional-development impact
- Consider pupil and parent voice
- Monitor personal development and wider opportunities
- Review scheduled policies

Summer term

- Review current outcomes and statutory assessment information as available
- Evaluate curriculum and school-improvement impact
- Review outcomes and experiences of key pupil groups
- Review attendance, behaviour, safeguarding and wellbeing trends
- Evaluate pupil premium and SEND strategy impact
- Review transition arrangements and next-year curriculum priorities
- Review governor monitoring impact
- Review committee effectiveness and training needs
- Recommend changes to the Terms of Reference
- Review scheduled policies

Appendix 3: Suggested committee dashboard

Area	Evidence considered	Key question
Curriculum	Subject and phase reports, visits, pupil work and voice	Is the intended curriculum being implemented consistently and inclusively?
Outcomes	Internal and statutory assessment, trends and group analysis	Are all pupils learning well, and where are the significant differences?
SEND and disadvantage	Provision, participation, attendance	Are barriers identified early and

	and outcome evidence	support improving independence and outcomes?
Attendance and behaviour	Attendance, persistent absence, incidents and exclusions	Are leaders addressing causes and improving pupils' access to learning?
Safeguarding and wellbeing	Assurance reports, pupil voice and thematic trends	Do pupils feel safe, supported and able to learn?
School improvement	SDP milestones, impact evidence and external review	Are actions making the intended difference, and what needs to change?

Approval

These Terms of Reference were approved by the Governing Board of [Name of Primary School].

Chair of Governing Board: _Marion Evans_____

Signature: _____

Date: __24/09/2026_____

Chair of Curriculum and Outcomes Committee: ___Simon Hardy

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Signature: _____

Next review date: _September 2027_____