The Olympus Academy Trust
Governance Framework Appendix I
Terms of Reference – School Improvement Committee

Document Summary

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On Trust Website?	Yes
On School Websites?	n/a

Amendment History

Version	Amendment Date	Author	Amendment Summary
4	19 March 2013	EO	• Changes to composition – see Board, LGB and Committee Membership Policy . • Approved by Board of Trustees
5	4 June 2014	VFi	• Reviewed, no amendments. • Approved by Board of Trustees.
6	29 March 2017	TWi / KSt	• Reduction of minimum LGB number from 10 to 7. • Reference changed from directors to trustees. • Approved by Board of Trustees.
7	12 September 2018	IMa	• Changes needed to reflect the new Governance Arrangements. Change to learners.
8	4 February 2020	IMa	• Changes to reflect the new Governance arrangements.

9	9 February 2021	MFr	• Approved by Board of Trustees
10	February 2022	IMa/JAl	• Changes to reflect the revised Governance arrangements
11	July 2023	LDa/SIC Chairs	• Acronyms explained and page numbers amended. • Change to wording of composition
12	July 2024	LDa	• Included reference to the Trustee and Governor Code of Conduct and Nolan Principles • Removed central team members as part of the membership of the committee
13	July 2025	LDa	• No changes made

1 Overall Purpose

1.1 To ensure that all learners at the school have access to a high-quality education in line with the shared mission and vision.

1.2 To monitor the implementation of the School Improvement Implementation Plan (SIIP), ensuring that it is delivering against agreed strategic and local objectives, moving the school and Trust as a whole towards achieving and sustaining a regulatory judgement of Good in all areas.

1.3 To ensure that the academic and well-being needs of learners are being met effectively through the delivery of a broad and balanced curriculum which, through the use of personalised, developmental support helps to maximise each learner's success and enjoyment whilst striving for excellence.

1.4 To ensure all learners are safeguarded.

1.5 To ensure that the well-being needs of staff are met.

1.6 To ensure that strategies are in place that enable the Trust to secure its full collective published admission number (PAN).

1.7 Abide by the Olympus Code of Conduct for Governors and Trustees and follow the Seven Nolan Principles of Public Life

2. Composition (In line with the Trust School Improvement Strategy)

2.1 Each School Improvement Committee ideally should be made up of

- a minimum of 3 Trust Governors
- a minimum 1 Elected Staff Governor
- the Headteacher

2.2 In appointing School Improvement Committee (SIC) representatives, the Board of Trustees will ensure that the SIC has the right balance of skills, knowledge

and experience to fulfil its remit. In some circumstances the composition may differ from that in the above table depending on the school's specific circumstances

2.3 Trust governors will be members of the parent body or local community and recruited through an agreed Trust process

2.4 SIC membership and appointments to positions of office, including the Chair, are all subject to the approval of the Board of Trustees. Governors may also be appointed to one of the board committees taking into account the outcomes of the most recent skills audit.

2.5 The school Headteacher (or their nominated representative) will be in attendance as the lead member of staff unless otherwise directed by the Chair. The Executive Leadership Team will provide support to the SIC when appropriate and with the approval of Trustees

3. Frequency of meetings

3.1 A minimum of 4 and a maximum of 6 meetings per academic year. The number will be decided by the Board of Trustees and based largely on the support level that has been assigned to the school.

3.2 Additional meetings may be arranged to complete the delegated work schedule and/or deal with identified significant issues.

3.3 Trust Governors may also undertake Learning Walks as appropriate, and in accordance with an agreed Trust protocol.

4. Quorum

4.1 The quorum shall be a minimum of 3 non-staff members, to include the Chair or their nominated representative.

5. Core Functions

5.1 Safeguarding

(i) To ensure that policies and procedures in school are fit for purpose, implemented and are adhered to.

(ii) Governors to complete all statutory safeguarding training annually.

(iii) Contribute to annual safeguarding reports as required.

5.2 Staff Wellbeing

(i) Review the outputs of the annual staff survey and monitor the implementation of resulting action plans.

(ii) Monitor the impact of initiatives on staff work/life balance and escalate any concerns to the Board of Trustees.

(iii) Pay due regard to ensuring that leaders and teachers are able to have a satisfactory work/life balance.

5.3 **Governance**

(i) Abide by the Olympus Code of Conduct for Governors and Trustees and follow the Seven Nolan Principles of Public Life

(ii) Promote high expectations for standards and learner outcomes.

(iii) Drive continuous improvement and ensure rigorous processes of personalised target setting.

(iv) Ensure consistency, diversity and inclusion through implementation of The Trust's strategies, policies and procedures.

(v) Review annually and recommend for the consideration of the Board of Trustees any amendments to the SIC agreed terms of reference.

(vi) In conjunction with officers of the Trust, review relevant policies in line with the policy review schedule and make appropriate recommendations for change to the Board of Trustees, monitoring the effectiveness of implementation and level of congruence between policy and practice particularly in relation to:

- The behaviour policy and all strategies relating to behaviour, social and emotional aspects of learning (PHSEE), sanctions and rewards.

- Diversity and inclusion. There must be robust challenge against any discrimination towards learners on the grounds of gender (including gender reassignment), race, disability, sexual orientation, religion and belief, marital / civil partnership status or age where applicable.

(vii) Ensure all statutory assessments, including the administration and invigilation of exams, are conducted effectively in line with the Trust's policy and adhere to examining body criteria/specifications, seeking assurances that all results have been forwarded in a timely manner to learners, parent/carers and the appropriate bodies.

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5.4 **Strategic Planning**

(i) Contribute to the development of The Trust's long-term strategic plan; ensuring that the school is working towards the shared mission and vision through overseeing the development, implementation and monitoring of the school's strategic implementation plan; delivering against the objectives, targets and key performance indicators in relation to its remit.

(ii) In conjunction with officers of the Trust, ensure that the SIC agenda planning enables effective scrutiny of data and reporting which focuses activity upon the strategic and local priorities identified for the forthcoming year.

(iii) Monitor attendance across all year groups and vulnerable groups and the impact of any action taken.

5.5 **Learner Outcomes**

(i) Conduct in-depth scrutiny of data and the reporting of standards, examination results, assessments and progress, in order to ensure accountability

(ii) Carry out regular reviews of learner progress and attainment data to ensure performance and outcomes are in line with agreed objectives, targets and indicators

(iii) Track and monitor learners' progress and assess the impact of interventions where progress is low

(iv) Ensure, measure and benchmark quality assurance and evaluation processes to drive continuous improvement and secure high levels of learner attainment and achievement.

5.6 **Education Provision and Service Delivery**

(i) Monitor the implementation of Trust standards to ensure the delivery of a high quality of education provision and services for learners of the school and keep them under review.

(ii) Ensure the provision of a broad and well-balanced curriculum, assessing its impact upon learning, and encourage innovative teaching practice to achieve consistently good or better teaching standards, including the learning environment.

(iii) Ensure a high quality of careers education information, advice, guidance & support (CEIAGS) in secondary schools so that learners' interests and abilities are matched to appropriate pathways in order for them to achieve the best possible outcomes.

(iv) Oversee the quality of learning, progress and attainment for learners with special educational needs and/or disabilities (SEND) and other identified groups.

5.7 **Stakeholder Engagement**

(i) Promote the Trust strategy for involving stakeholders and outward facing learner activity; ensure that the school sufficiently engages with a cross-section of groups aiming to secure its full published admission number (PAN) and enable strategies, policies and standards to be set, and decisions to be made, which properly take into account the perspective of key stakeholder groups.

(ii) Seek regular feedback from key groups including parents, staff and learners to inform future strategy and so that governors have a good appreciation of the learner experience.

(iii) Ensure that parents are kept informed of their child's progress at regular intervals across the year, and as a minimum meeting the statutory requirement of an annual written report.

5.8 **Civic Leadership**

(i) Promote activity that supports the Trust's ambition to be a civic leader within its communities and through this make a strategic contribution to the greater social good.

(ii) Create the conditions for purposeful collaboration between the school and other civic actors in the local area, such as local government, the NHS, housing bodies, cultural institutions, local businesses and charities in order to support activity that leverages the assets these organisations collectively hold for the benefit of the local area and local people.

(iii) Ensure that any such activities are informed through engagement with the local community and are appropriate to the scale and strengths of the school and the Trust.

(iv) Ensure that all activities undertaken are subject to appropriate scrutiny and align with the Trust's broader strategies.

5.9 **Trust Development**

(i) Liaise with the Board of Trustees and its committees as required and consider any matters which are outside the strategy but which may contribute to the longer-term sustainability and viability of the Trust.

5.10 **Compliance**

(i) Liaise with the Board of Trustees to consider and respond as appropriate to Ofsted's regulatory judgements and reporting.