



PONTEFRACT
ACADEMIES TRUST

**School Performance Review
Board Terms of Reference**



Summary:

The SPRB terms of reference sets out the role of SPRB members within the governance structure, schools, community and Trust.

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1. Purpose

In the context of a multi-academy trust, the performance of every individual school is ultimately the responsibility of the Board of Trustees. The Board discharges this responsibility, primarily, through the function of the Executive Leadership Team of the Trust, who themselves are responsible (to the Board) for the performance of the school leadership.

This is reinforced by the work of School Performance Review Boards, which are formal sub-committees of the Board, and have a brief to review and challenge on performance at the working level in each school, independently of Trust management.

The role of the SPRB is to:

- Carry the Trust's vision, values, policies and priorities forward (detailed at **Appendix A**).
- Provide independent challenge to the school leadership, primarily in respect of pupil performance, the quality of the school experience and execution of the school improvement plan.
 - The independent challenge of school leadership is provided by non-school based members of the SPRB, primarily through their critical-friend review and challenge of performance data presented by the headteacher and school-based members of the SPRB.
 - The non-school based members report to the Trust Board in an advisory capacity on pupil performance, the quality of the school experience and execution of the school improvement plan.
- Formally feedback to the Board, independently of management, on standards of leadership and delivery of the outcomes targeted by the Trust in its Strategic Plan and the school in its Improvement Plan, highlighting strengths, weaknesses, opportunities for improvement and risks observed at working level in the schools.
- Work in partnership with the Trust and school leadership to ensure an active, high-quality effective program of stakeholder and community engagement is delivered.
 - In this respect, there is no distinction in the roles of members of the SPRB who are Trust employees and non-employees. The SPRB, under the leadership of the chair, is intended to work as a collective to ensure effective community engagement.

The governance and leadership structure is summarised at **Appendix B**. Each of the committees of the Trust Board have detailed Terms of Reference which set out their roles and responsibilities and function. The authority of each group is controlled by the Board via the Scheme of Delegation.

2. Composition of School Performance Review Boards

Since the School Performance Review Boards are sub-committees of the Board, all appointments, except elected parent representatives, shall be made by the Board in accordance with the following provisions:

The total membership shall be not less than 6, comprising:

- The Headteacher.
- 2 parent representatives (elected).
- 1 staff representative.
- 2 community representatives (who may be a parent if their experience and skills are compatible with the needs of the SPRB).
- The CEO and/or relevant executive leadership sit on the SPRB in an ex-officio capacity.

The SPRB may continue to act notwithstanding a temporary vacancy in its composition.

Establishing SPRBs with a diverse range of suitably capable people is a priority. The role of the Chair of each SPRB will be to take the lead in working with the Trust Board to recruit and maintain a team of people with an appropriate blend of skills and experience to serve the needs of the school(s) being overseen by the SPRB.

Any representative shall hold and vacate office in accordance with the terms of their appointment but (except in the case of the Headteacher and CEO/Executive Leadership) the length of their term of office shall not exceed four years.

Subject to remaining eligible to be a representative of the SPRB they may be re-appointed for 3 consecutive periods.

3. Appointment of Chair and Vice Chair to SPRB

The Chair and Vice Chair of the SPRB shall be appointed at the start of each academic year by the Trust Board.

4. Meetings of the SPRB

The SPRB shall meet formally not less than three times per year, and shall hold such other meetings as may be necessary.

All meetings shall be convened by the Clerk to the SPRB, who shall send representatives written notice of the meeting and a copy of the agenda at least seven clear days in advance of the meeting.

A special meeting of the SPRB shall be called by the Clerk whenever requested by the Chair or at the request in writing by any three representatives. Where there are matters demanding urgent consideration, the Chair or, in his absence, the Vice-Chair may waive the need for seven days' notice of the meeting and substitute such notice as he/she thinks fit.

The convening of a meeting and the proceedings conducted shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda.

The agreed format of the agenda and minutes are provided at **Appendix C and D** respectively.

5. Quorum for SPRB meetings

Meetings of the SPRB shall be quorate if a total of four SPRB representatives (including at least two non-executive members) are present.

If the number of Representatives assembled for a meeting of the SPRB does not constitute a quorum, the meeting shall not be held. If in the course of a meeting of the SPRB the number of Representatives present ceases to constitute a quorum, the meeting shall be terminated forthwith.

If for lack of a quorum a meeting cannot be held or, as the case may be, cannot continue, the Chair shall, if he/she thinks fit, determine the time and date at which a further meeting shall be held and shall direct the Clerk to convene the meeting accordingly.

6. Proceedings for SPRB meetings

Every question to be decided at a meeting of the SPRB shall be determined by a majority of the votes of the representatives present and voting on the question. Every representative shall have one vote. Where there is an equal division of votes the Chair of the meeting shall have a second or casting vote.

A representative may not vote by proxy.

No resolution of the representatives may be rescinded or varied at a subsequent meeting unless consideration of the rescission or variation is a specific item of business on the agenda for that meeting.

7. Minutes and publication

At every meeting of the SPRB the minutes of the last meeting shall be taken as the first agenda item after any apologies, except in cases where the representatives present decide otherwise, and, if agreed to be accurate, shall be signed as a true record.

The clerk to the SPRB shall ensure that a copy of the agenda for every meeting of the representatives, the draft minutes of every such meeting (if they have been approved by the Chair of that meeting), the signed minutes of every such meeting will be, as soon as is reasonably practicable, made available to the Company Secretary.

8. Responsibilities of the SPRB

Each SPRB holds responsibility for an agreed number of academies within the Trust.

In order to discharge its role, the SPRB will primarily rely on a process of review of performance information and reports, observation and dialogue with the school leadership in which they question, challenge and support the leadership to the point where they are able to provide an informed view to the Board of their view of performance of the school and its leadership.

The independent challenge to the school leadership is provided by non-school based members of the SPRB through their review and challenge of performance data presented by the headteacher and school-based members of the SPRB. The non-school based members report to the Trust Board in an advisory capacity on pupil performance, the quality of the school experience and execution of the school improvement plan.

In support of their work, the school and Trust leadership will be expected to provide to the SPRB timely, accurate, suitably summarised information and evidence. The SPRB will be empowered by the Board to make any reasonable information request necessary for them to fulfil their role.

In particular, the SPRB will have access to the Trust's process of routine Achievement and Improvement meetings led by the Executive Leadership Team with each headteacher present. These are to ensure that each school is supported and scrutinised in their educational performance. The meetings led by the ELT with the relevant Headteacher and Senior Leadership Team ensure that lines of accountability are clear and that individual academies are held to account for their performance.

The Chair of the SPRB is invited to attend the Achievement and Improvement meeting so that the formal mechanism of school scrutiny and support is open, transparent and enables a member of the local community to be part of the process.

Each SPRB will be empowered to pursue whatever line of enquiry it sees fit in order to assess the effectiveness of the school in the key focus areas described in the following sub-sections.

The chair of each SPRB will communicate through the communications framework with the Trust Board on the effectiveness of the operation of the school(s).

Pupil performance

The SPRB will monitor and challenge how well all pupils are doing, as well as looking at significant and vulnerable groups. This includes:

- Pupils' attainment (including comparisons to targets).
- Pupils' progress (including comparisons to targets).
- Pupils' behaviour.
- Pupils' attendance (including comparisons to targets).
- The extent to which pupils feel safe.
- The extent to which pupils contribute to the school and the wider community.
- The quality of teaching and learning, and the extent to which the curriculum meets the needs of pupils.
- The effectiveness with which the school promotes inclusive practice.

All data provided at SPRB meetings will have been validated by the Executive Leadership Team and Headteachers will use a standardised format for their Headteachers report and dashboard on pupil performance.

In order to support this aspect of their work, all representatives of the SPRB will receive comprehensive training from the Trust on the following areas:

- School improvement planning.
- School self-evaluation framework.
- Ofsted Common Inspection Framework and School Inspection Handbook, with particular regard to the governance and the effectiveness of leadership and management. This will include pre- inspection training for all SPRBs.

Ofsted monitoring

In academies who are subject to Section 8 Ofsted monitoring visits, the Board recommend that a small sub-group of the SPRB is created who will be responsible for overseeing the implementation of the Post-Ofsted action plan with the headteacher and executive leadership. These representatives

would then be required to meet with Ofsted inspectors during any subsequent Section 8 or Section 5 Ofsted visits.

Where possible a Member of the Trust Board would also attend the meeting with Ofsted.

Headteacher performance management

SPRBs are not directly involved in the formal performance management of the Headteacher. Each Headteacher is line managed by a member of the Executive Leadership Team, but the performance and compensation committee of the Board will consult with the chair of the relevant SPRB as one of the key inputs to the annual review process.

Linked representatives

The Trust has statutory duties and Ofsted requirements to meet in relation to governance. As such each SPRB will have a named representative for:

- Special educational needs and disabilities (SEND),
- Safeguarding, and
- Pupil premium.

The SPRB will appoint these annually at the first meeting of the academic year. These representatives will be given a named employee of the school within whom they can liaise to develop their knowledge and expertise in order to monitor the school's activity and compliance in these areas.

Careers and employability (secondary academies only)

Supporting the school to reduce the number of children who are not in education, employment or training at age 16 and beyond.

Engagement with local employers to encourage them to work positively with the school in all aspects of employability.

Exploring local employers who may be able to offer employment routes for students, post education, including apprenticeships. Highlighting to the school the employability skills and qualifications that are valued highest by these employers.

Inviting employers, in liaison with the school's leadership, into the school to speak to children, introducing them to different careers and employers, as part of the careers and personal development curriculum.

Monitoring the destination of children leaving the school.

Community and stakeholder engagement

The SPRB is responsible for promoting good links, communication and understanding between the Trust, school leadership, stakeholders and the local community. A key aspect of the SPRB is to enable local people to get involved in the life of the school and its standing in the community

e.g. inputting in to communications about the school, making links with local businesses, attending celebration events.

The SPRB has three elements with regard to community and stakeholder engagement:

Element One: Community

- Promote the work and vision of the school and the Trust within the local community.
- Make sure pupils maximise on local opportunities by finding ways to keep the school at the heart of the community and acting as a key link between the two.
- Work with the school's leadership to consider the individuality and uniqueness of the school's local community and how this can support driving improvements within the school.
- Act as an ambassador for the school in the local community.
- Ensuring that the school's leadership is aware and able to respond to local context and issues.

Element Two: Celebration

To help to make sure that celebration of staff, pupils and parents remains a priority for each school, and to find the best way to do this.

Element Three: Communication

To work with pupils, staff and parents to make sure that the school effectively communicates to all stakeholders, so that everyone feels part of school life and has the opportunity to access information and events.

The Trust Board builds in discretion so that the SPRB has the opportunity and individual responsibility to develop the areas above so that this aspect of the terms of reference allow it to be a sounding board for the school.

For example: whilst the SPRB is a committee of the Trust Board, it should be able to gauge the ideas and opinions of stakeholders and the community to work together on improving the three key areas and advising on how further improvements and shared learning can be achieved.

Pupil behaviour management

Under DfE guidance 'Exclusion from maintained schools, Academies and Pupil Referral Units in England', convene a panel of the SPRB when:

- A pupil has received over 15 days' exclusion in one term.
- Recommendation of permanent exclusion is made by the Headteacher for a one-off incident, or through the Trust's behaviour policy.

SPRB representatives must maintain their training in this area, to allow them to undertake a behaviour panel in line with the above guidance and the Trust's Behaviour & Relationships Policy.

Risk management

To receive and review the annual risk register for the school.

To monitor school-based risks against the risk management framework escalating to trustees where appropriate.

9. Skills audit

SPRB will be required to complete an annual review of their skills. This will provide an opportunity for the chair to consider the skills requirement for any vacant representative positions.

10. Resignation and removal of SPRB representatives

A representative may at any time resign office by giving notice in writing to the Clerk to the SPRB.

A representative shall cease to hold office if they are removed by the person or persons who appointed them. This provision does not apply in the case of elected parents or staff members.

The Trustees may terminate the appointment of any representative whose presence or conduct is deemed by the Trustees not to be in the best interests of the Trust or the school.

Any staff member shall automatically cease to hold office if she or he ceases to be employed at the school. However, a parent representative shall not automatically cease to hold office solely by reason of the child (of whom that parent representative is a parent or carer) ceasing to be a pupil at the school.

Once appointed by the Trustees to a particular SPRB, each representative shall serve a six-month probation period.

Individual attendance and the contribution made by all SPRB members is crucial in demonstrating good governance within the school and is a key factor during any OFSTED inspection. The trustees may terminate the appointment of any representative following an annual review of the SPRB's performance.

11. Members of the SPRB

The representatives are not, and nothing within this document is intended to make them, charity Trustees within the terms of section 97(1) of the Charities Act 1993 (although a representative may also be a Trustee).

Each representative shall act in the best interests of the Trust and school at all times.

The representatives must keep confidential all information of a confidential nature obtained by them relating to the school and the Trust.

The Trustees reserve the right to withdraw delegated powers from the SPRB and disband it at any time.

On his or her appointment, each representative shall be required to signify that they are familiar and agree to comply with:

- The articles of association.
- The Scheme of Delegation.
- The funding agreements.
- These terms of reference
- The Trust's Governance Code of Conduct

Each representative shall also be required to carry out training to ensure their skills and knowledge are up to date.

Each representative shall also be required to take part in regular self-review and is accountable for meeting his or her own training and development needs. It is a representative's responsibility to consider if, and raise any concerns where, they feel that appropriate training and development is not being provided.

Eligibility

No person shall be qualified to be a representative unless they are aged 18.

No current pupil of the academy shall be a representative.

A representative shall cease to hold office if they becomes incapable by reason of mental disorder, illness or injury of managing or administering their own affairs.

A representative shall cease to hold office if they are absent without the permission of the representatives from all their meetings held within a period of six months and the representatives resolve that their office be vacated.

A representative shall cease to hold office if they would be disqualified from acting as a charity Trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re- enactment or modification of that provision).

A person shall be disqualified from holding or continuing to hold office as a representative:

- If their estate has been sequestrated and the sequestration has not been discharged, annulled or reduced.
- If they are subject of a bankruptcy restrictions order or an interim order.
- If at any time they are included in the list of teachers and workers with children or young persons whose employment is prohibited or restricted under section 1 of the Protection of Children Act 1999.
- If at any time they are disqualified from working with children under section 28, 29, 29A and 29B of the Criminal Justice and Court Services Act 2000.
- If they are a person in respect of whom a direction has been made under section 142 of the Education Act 2002.
- Where they have, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993.

- If they have not complied with the Trust's DBS policies. Representatives are required to be familiar with the DBS policies and must act in compliance with them.

Where a person becomes disqualified from holding, or continuing to hold office as a representative and they are, or is proposed, to become such a Representative, they shall upon becoming so disqualified give written notice of that fact to the Clerk to the SPRB.

12. Conflicts of interest

The income and property of the school must be applied solely towards the provision of the objects as detailed in the articles. The restrictions which apply to the trustees with regard to having a personal financial interest shall also apply to the representatives.

The procedure detailed at article 6 of the articles shall apply to the SPRB always provided that, in the case of a personal financial interest for a representative who is not also a Trustee, it will still require the Trustees to authorise the benefit.

All representatives shall complete a 'declaration of conflicts and business interests' form on joining the SPRB and at the start of each academic year.

Any representative who has any duty or personal interest (including but not limited to any personal financial interest) which conflicts or may conflict with their duties as a representative shall disclose that fact to the representatives as soon as they becomes aware of it and notify the Chair at the start of any meeting where that conflict relates to an agenda item. A representative must absent themselves from any discussions of the SPRB in which it is possible that a conflict will arise between their duty to act solely in the interests of the academy and any duty or personal interest (including but not limited to any Personal Financial Interest).

13. Conduct of SPRB representatives

These terms of reference pay due regard to the Trust's Governance Code Of Conduct that has been derived from national good practice for the charity sector. It is intended to support local representatives in their role within Pontefract Academies Trust and to assist in its continual development and ensure good governance of the organisation.

All representatives shall sign the 'Governance Code of Conduct' form on joining the SPRB and at the start of each academic year.

Principles of public life

All representatives will, at all time, uphold the Seven Principles of Public Life, known as the Nolan Principles. They are:

Selflessness

Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands it.

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.

14. Amendment of terms of reference

This document shall be subject to review at least once every twelve months.

This document may be modified or replaced by the Trustees.

Appendix A: Mission, vision, values and guiding principles

Mission

Running top-quality, high-achieving schools that give our children and young people the chance in life they deserve.

Vision

Where every child and young person makes outstanding progress.

Values and guiding principles

At Pontefract Academies Trust, we live by our values and guiding principles. They inform and guide our daily work from the classroom to the central team.

1. Achievement without excuses

We have an unwavering focus on achievement. This is paramount so that all our children and young people enjoy greater life chances. We take responsibility for ensuring that they succeed. We own our own performance and do not rest on our laurels or seek to blame others.

2. Our people matter

We know that our people make a difference to the lives of our 3 – 16 year olds. We want to make our academies places where great teachers want to teach, lead and build a career. Investment in the recruitment, development and retention of the best people is a top priority.

We aim to provide professional work environments where our people have the support and the tools to do a great job and push our children and young people to scale new heights in a safe and secure environment.

3. Excellence as standard

We set high standards. “Good enough” is simply not. We do not accept second best from our pupils or ourselves.

The Trust aims to be a highly reliable school improvement organisation that is disciplined in its approach to improving performance. A Trust with clear plans and, simple and precisely executed systems that not only develop and sustain excellent performance, but never stifles individual flair.

4. Students come first

Our academies are run for the benefit of children and young people, not the ease of adults. Their achievement comes first and staff in academies and the central trust office work to this end.

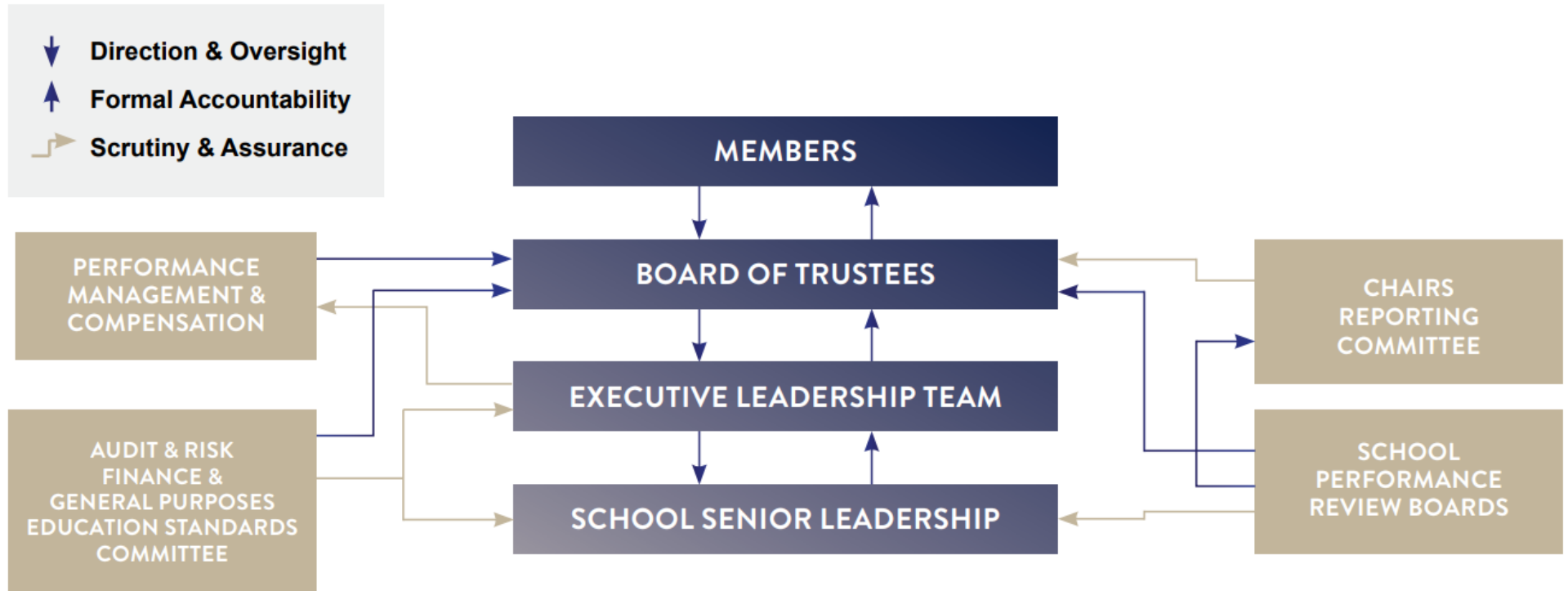
The Trust aims to keep low priority tasks away from front line teachers and leader so that they can focus explicitly on our core business of teaching and learning.

5. Stronger as one

We take collective responsibility for each other and the results of all our children and young people. We enjoy sharing our success as a Trust while recognising the strengths of individuals and each academy. To this end collective accountability is rooted in a “if one fails we all fail” mentality.

As a family of academies, we collaborate with each other, challenge each other and share best practice. We do not let competition get in the way of our desire to get the best outcomes for all.

Appendix B: Trust governance and leadership structure



Appendix C: Template agenda

Meeting of the SPRB on *insert date, time and location*

Item	Page	Description	Lead
1		Apologies and Quorum	
2		Declarations of interest	
3		Appointment of Chair/Vice Chair (first meeting of the year only)	
4		Register of Interests (first meeting of the year only)	
5		Minutes of previous meeting	
6		Matters arising	
7		Headteachers report	
8		Community and stakeholder engagement (Communication, community and celebration)	
9		Representatives' monitoring and visits	
10		Representatives' CPD	
11		Any Other Business	
12		SPRB assurance report	
13		Date and time of next meetings:	

Colleagues are reminded that it will be assumed that papers have been read and any clarifications sought from the authors have been raised and answered with the result that any discussions can be pertinent and specific to the item under discussion.

Appendix D: Template minutes

Example: meeting of the SPRB held on *insert date* at *insert time* at *insert location*

Present	
Name	Role
Apologies	
Name	Role
In attendance	
Name	Role

Item		Action
1.	APOLOGIES AND QUORUM	
	Apologies were received from... Resolved: that the absences of <i>insert names</i> be consented to.	
2.	DECLARATION OF INTERESTS	
	The following declarations of interest were formally noted:	
3.	REGISTER OF INTERESTS	
	The register of interests of representatives was updated and it was confirmed that <i>insert name</i> would be responsible in the Academy for updating this on the website.	
4.	MINUTES OF PREVIOUS MEETING	
	The minutes of the SPRB meeting held on <i>insert date</i> were circulated with the agenda. Resolved: that the minutes of the meeting of the SPRB held on <i>insert date</i> be noted and confirmed and the signed by the chair as a correct record.	
5.	MATTERS ARISING FROM THE MINUTES	
	<i>Insert minutes</i> Resolved: that the above points be noted. <i>Insert any agreed actions.</i>	
6.	HEADTEACHERS REPORT	
	The Headteachers report had been circulated with the agenda. Attention was drawn to the following points: Resolved: that the above points be noted.	
7.	COMMUNITY AND STAKEHOLDER ENGAGEMENT	
8.	REPRESENTATIVES MONITORING AND VISITS	
9.	REPRESENTATIVES CPD	
10.	ANY OTHER BUSINESS	
11.	SPRB ASSURANCE REPORT	
12.	DATE OF NEXT MEETINGS:	