

The Flourishing Catholic Standards Committee serves the mission

Terms of Reference for the Flourishing Catholic Standards Committee

1. Responsibilities

- Oversee the spiritual, academic, pastoral, and cultural flourishing of pupils
- Monitor school performance, quality of education, curriculum, and inclusion.
- Support the continuous development of a Christ-centred culture of excellence and improvement.
- Uphold the CMAT's commitment to serving all, especially the disadvantaged, marginalised, and those with SEND.
- Ensure each child achieves their full God-given potential and leaves school prepared to be Christ-centred pilgrims of hope.
- Oversee the effectiveness of safeguarding and child protection in promoting pupil's safety, dignity and wellbeing.

2. Composition

- the membership of the committee will comprise a minimum of 3 Directors
- the accounting officer, relevant executive leaders and where necessary, school leaders should attend to provide information and participate in discussions
- until otherwise determined by the board of Directors, a quorum shall consist of 3 members of the committee
- at least one member of the committee should preferably have recent or relevant educational experience

3. Catholic Culture, Inclusion & Catholic Social Teaching

Monitor, evaluate and review:

- a flourishing and inclusive Catholic culture across all schools, rooted in Gospel values and Catholic Social Teaching.
- the extent to which CST influences pupil choices.
- the implementation of the Prayer and Liturgy directory including an overview of the CMAT's Annual Plan of Provision (APOP).
- sacramental participation and joy.
- how schools reflect Jesus's model of inclusion - welcoming all, particularly the marginalised and disadvantaged.
- the extent to which all children, regardless of faith, ability or background, are treated with dignity as made in the image and likeness of God.

- diversity and differences and disabilities are normalised, not marginalised.
- fair access and support for all pupils, particularly those with SEND or experiencing disadvantage.
- the extent to which the sense of belonging is palpable.
- parish service.

4. Curriculum and Quality of Education

- Approve and evaluate an ambitious, broad, knowledge-rich, and well-sequenced Catholic curriculum, including RE.
- Ensure the curriculum meets or exceeds the expectations of the Religious Education Directory (RED) and the national curriculum.
- Uphold the principle that the curriculum is an entitlement for every child.
- Receive reports on, and evaluate the extent to which, teaching is adaptive, evidence-informed, and inclusive, allowing all teachers to confidently teach all pupils, and for all pupils to be actively engaged in lessons including through evidence-based oracy.
- Receive reports and monitor curriculum implementation across all phases (including early years and sixth form), ensuring it meets pupil needs and aspirations.
- Ensure the Trust's curriculum intent reflects the mission: to form kind hearts, questioning minds, a thirst for knowledge, and a hunger for justice.

5. Wider Opportunities and Cultural Capital

- Monitor the quality, range, and accessibility of spiritual, sporting, musical, retreat, and enrichment opportunities, especially for the disadvantaged.
- Ensure that all pupils benefit from a well-designed and balanced programme of wider opportunities that contribute to human flourishing.
- Track participation and access data to ensure targeted support and equality of opportunity.
- Promote attendance and behaviour strategies that create safe, calm, Gospel-rooted learning environments.

6. Outcomes and Educational Equity

- Monitor the progress and attainment of all pupils, with particular focus on RE, SEND, disadvantaged, and vulnerable learners against an ambitious set of KPIs.
- Receive reports to ensure that adaptations and interventions do not reduce ambition or limit long-term outcomes.
- Strategically plan for schools to provide excellent and appropriate education for pupils in alternative provision.
- Monitor and challenge school performance, particularly in vulnerable schools, to secure sustainable improvement.

7. Catholic Pastoral Care and Wellbeing

- Ensure the delivery of a holistic, Catholic pastoral system that draws on chaplaincy, staff expertise, and Gospel values.
- Monitor and evaluate strong Catholic transition.
- Evaluate the extent to which inclusion and wellbeing strategies are intelligent, dignified, and proactive including through the use of pupil voice.
- Monitor the use of exclusions and suspensions and aim to reduce the use of such tools.
- Evaluate the extent to which pupils are happy, confident and resilient.
- Monitor SEND and Pupil Premium strategies, ensuring continuous evaluation and improvement including through the use of KPIs.
- Receive reports on the extent to which schools support pupils in the most appropriate setting - keeping them in or re-integrating them into mainstream as soon as possible.

8. School Improvement and Excellence

- Oversee the implementation and impact of a codified and coherent school improvement model rooted in Catholic mission, evidence, quality, self-evaluation, challenge, development, and support.
- Monitor the effectiveness of the Trust's strategy to maintain and raise standards across all schools, especially those that are vulnerable or underperforming.
- Champion a flourishing spirit of fraternity in improvement culture - where schools work in communion, not competition (including across the diocesan family of schools).
- Ensure internal and external data is used insightfully to guide school improvement priorities.

9. Professional Development and Knowledge-Building

- Monitor and review the implementation of a knowledge-building organisation where every teacher/member of staff is supported to be excellent in what and how they teach/deliver.
- Monitor professional learning, staff formation, and CPDF to ensure it is mission-driven and evidence-informed including with engagement with Formatio.
- Evaluate the extent to which a strong and consistent culture of line management, development, and accountability is performing.
- Receive reports on the use of shared CMAT learning principles and associated KPIs, and a common language around pedagogy.
- Evaluate high-quality subject and phase expertise across the CMAT.
- Receive reports on the impact of regular opportunities for staff to see and learn from great practice within and beyond the Trust.

10. System Leadership and the Common Good

- Ensure the Trust supports the wider diocesan and national education system through collaboration, mission-driven leadership and adherence to the directives and protocols.
- Champion the role of each school as an anchor institution in its community - serving as a hub of Gospel-inspired flourishing.

- Support Executive Leader efforts to transform underperforming schools and take on challenging contexts in service of the common good.
- Promote collective leadership and system-level strategy for school-to-school improvement.

11. Meetings

The Committee shall meet at least three times per academic year.

Additional meetings may be called as required.

Quorum: Three Directors.

Minutes shall be taken and shared with the Board.

12. Reporting and Review

The Committee reports directly to the Board of Directors.

It produces an annual standards report assessing the Trust's progress in Catholic formation, inclusion, curriculum, outcomes, and improvement.

These Terms of Reference shall be reviewed annually to ensure continued alignment with mission and statutory duties.