

## **Terms of Reference**

### **Swindon Challenge Board**

Swindon Challenge Board is a partnership arrangement which takes collective responsibility for driving improvement for pupils in Swindon schools and colleges.

It is committed to ensuring all children and young people in Swindon have the chance to achieve their full potential. It is ambitious of every child and young person and seeks to provide the appropriate support and challenge within a school-led system of school improvement.

Its structure will consist of an overarching Challenge Board which will meet four times year with two task groups – a primary task group and a secondary task group to take activities forward with a broader group of representatives from each phase.

#### **Purpose of the Swindon Challenge Board**

- *Determines the overall strategy for school improvement and promotes this to schools.*
- *Review the data and evidence about the progress of schools individually and collectively.*
- *Identifies priorities for improvements and agrees how to commission support to meet them.*
- *Oversees the use of Challenge and other school improvement resources to ensure they are being used to meet the core priorities.*
- *Regularly reviews the impact of the work of all partners to support school improvement.*

#### **Role of the Local Authority**

- *Provides its view on the collective priorities for Swindon.*
- *Sets out its planned activity to meet collective agreed priorities.*
- *Shares its categorisation of school and assessment of the progress of schools openly with the School Standard's Board.*
- *Commissions interventions in LA schools that are RI/SM or at risk.*
- *Flags concerns about Academy performance to the RSC and discusses potential support.*
- *Commissions Challenge funding intervention in collaboration with Primary Challenge and Secondary Challenge task groups*
- *Provides regular updates on the use of the commissioning budget and the impact of this resource.*
- *Ensures that all Local Authority services support the Swindon Challenge agenda in a coordinated approach.*

#### **Role of SASH, SAPH, ASSSH and FE representatives**

- *Provides its views on the collective priorities and the impact of Swindon Challenge for Swindon on the basis of feedback from its members.*
- *Sets out its planned activity to meet collective agreed priorities.*

- *Provides feedback on the progress of schools based on intelligence gathered from its work.*
- *Supports all types of school to improve, including Good and Outstanding.*
- *Helps to review how capacity for S2S support is developing in Swindon.*
- *Helps to build leadership capacity at all levels of the system in Swindon.*
- *Provides regular updates on the impact of its work against priorities.*

### **Role of the Swindon Teaching School**

- *Provides their views on the collective priorities for Swindon.*
- *Provides a view on the capacity and expertise of different TSAs in the region to potentially meet these needs.*
- *Represent the Teaching Schools across the region and provide a link between Challenge Board and Regional Teaching School Group.*
- *Encourages/nurtures opportunities for collaborative working to ensure high standards in all Swindon schools.*
- *May provide and/or broker school-to-school support for schools.*
- *Bids for national funding available to support Swindon schools to meet their identified priorities.*
- *Provides regular updates on the impact of any TSA's work against the agreed priorities for Swindon Challenge*

### **Role of the Regional School Commissioner's Office**

- Provides the RSC's view on the collective priorities for Swindon
- Provides a link with the Swindon and Wiltshire sub-regional improvement board and its role in identifying resource to tackle system wide challenges.
- Sets out planned activity in terms of the development of the MAT landscape for Swindon.
- Provides information and updates on work with the following groups, including the impact of these actions:
  - a. underperforming academies, including the deployment of education specialists;
  - b. failing and coasting schools;
  - c. schools in the process of becoming academies; and
  - d. academies being re-brokered.
- Holds MATs to account for making the necessary improvements where academies are underperforming.

### **Membership**

- *The Board will appoint an Independent Chair to chair meetings and facilitate the partnership working.*
- *Membership seeks to represent expertise across all phases.*
- *If there are any gaps in expertise, a suitable candidate can be co-opted by agreement, but the Board (for instance, for a particular project / timescale).*
- *Headteacher membership will be reviewed annually through the headteacher associations.*

*Membership of the Challenge Board will be as follows:*

- *The Leader of the Council, the Lead Member for Children's Service, the Lead Opposition Member for Children's Services*
- *The Chief Executive of the Council, the DCS, the Head of Education.*
- *A representative from SASH, SAPH and ASSSH and a representative from the FE College sector.*
- *A representative from alternative education.*
- *Diocesan board representatives from the Church of England and the Catholic Church*
- *A Governor representative (tbc)*
- *A Representative from the Swindon Business Community*
- *Representation from the office of the Regional Schools Commissioner*
- *A Representative from the Swindon Teaching School*
- *SW Ofsted will have observer status*

*Substitution is permitted.*

*In addition officer support may be provided as necessary by local authority officers including the Strategic Commissioners for Primary, Secondary, Routes to Employment and the Additional Provision and Reintegration Manager.*

- **Administration**

*Administration will be provided by the Local Authority.*

- **Conflicts of Interest**

*If during the meeting any conflict of interest is raised with the Chair, the party may be requested to leave the meeting during this part of the discussion.*

- **Confidentiality**

Because of the need for meetings to discuss individual schools, there is need for a board members to adhere to a confidentiality requirement outside of meetings. This is to allow for openness of discussion within meetings.

- **Challenge Board – Forward Plan & Frequency of Meetings**

**To meet four times a year**

- **Autumn Term 1:** *Analyse progress of individual schools and agree commissioning priorities for support including use of challenge funding. Initial data review.*
- **Spring Term 3**
- *Review proposed support plans and progress made by targeted schools. Review updated data.*

- **Spring Term 4:** Consider and agree priorities for Secondary schools in light of further data analysis. Review progress of target schools and determine new action needed.
- **Summer Term 6:** Early analysis of Primary results and confirm priorities for support the following year.

*The board will also receive feedback from the primary and secondary challenge task groups. Workshops will be planned as appropriate for example to analyse schools outcome data to allow in depth understanding of school performance.*

- **Forward Plan**

*The Swindon Challenge Board will develop a forward plan so agendas are planned and items for discussion are linked to the data cycle and Academic Year.*

- **Primary and Secondary Challenge task groups**

*The Secondary Challenge task group will be formed of all secondary schools and will in effect be integrated as a part of SASH. It will have representation from the Swindon Teaching School. SASH have agreed to meet 8 times a year and the Challenge funds with other funding will support agreed activities (recognising that some funding will be targeted at individual schools to meet specific needs) including school to school support as appropriate. The impact of activities will need to be reviewed by this task group.*

*The Primary Challenge task group will be formed of 6 primary representatives including the Chair of SAPH and will have representation from the Swindon Teaching School. The task group will meet termly as needed with a focus on school to school support, effective use of Challenge fund monies and other school improvement funding in a similar way to the secondary group. The impact of activities will need to be reviewed by this task group.*

**Approved by Swindon Challenge Board**

**Due for review:** March 2018