

# **Archbishop Ilsley Catholic School**

## **School Improvement Assurance Board – Terms of Reference**

### **1. Purpose**

The work of the School Improvement Assurance Board (SIAB) is rooted in the Catholic mission of the Archdiocese of Birmingham: to form Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice. In responding to the findings of the Ofsted inspection, the SIAB will pursue rapid and sustained improvement in a way that is fully consistent with this mission, ensuring that high expectations, inclusion, strong relationships and a culture of belonging underpin all aspects of the school's work. Particular attention will be given to those who are most vulnerable, so that all pupils, without exception, receive the high-quality Catholic education to which they are entitled.

The SIAB is appointed by the Director of Education on behalf of the trustees of the Archdiocese of Birmingham. It will operate as an advisory and assurance committee of the Board of Directors, working alongside the Local Governing Body within the MAC's Scheme of Delegation. It is established to provide intensive oversight, support, and challenge to the school following the Ofsted inspection, which identified areas for urgent improvement including on leadership and governance. The SIAB operates within, and does not override, the Board of Directors' Scheme of Delegation. Executive functions and accountability remain ultimately with the Accounting Officer.

Its purpose is to hold the interim Executive Leadership Team and Interim Principal to account for:

- accelerated school improvement
- rapid and sustained progress against a revised and approved School Improvement Plan (SIP)
- the achievement of agreed KPIs and SMART targets

### **2. Key Principles**

- Relentless focus on providing an outstanding Catholic education for all pupils, especially the disadvantaged
- Evidence-led decision making
- Clear accountability at all levels
- Rapid response to underperformance
- Transparent reporting and escalation
- Review of LGB effectiveness
- Review of governance training/capacity
- Quality of support and challenge from the Board of Directors

### **3. Key Responsibilities**

#### **3.1 Support and Challenge**

The SIAB will:

- provide constructive challenge to leadership on all aspects of school performance
- offer strategic support and professional guidance, drawing on members' expertise
- ensure leadership capacity is sufficient to deliver rapid improvement
- report to the Board of Directors on progress
- provide regular updates to the Director of Education and will comply with all diocesan directives and protocols

#### **3.2 School Improvement Oversight**

- Scrutinise and approve the School Improvement Plan
- Monitor delivery of improvement priorities, especially:
  - attendance and behaviour
  - inclusion
  - leadership and governance
- Ensure actions are precise, time-bound, and impact-driven

#### **3.3 Accountability of Executive Leadership Team**

The SIAB will have delegated powers to oversee the work of the Executive Leadership Team and hold them to account by agreeing targets for the Interim Executive Leadership Team.

Further, the SIAB will oversee and scrutinise performance management arrangements and monitor progress against agreed targets for:

- the Interim Principal
- the Senior Leadership team
- ensuring targets are:
  - Specific
  - Measurable
  - Achievable
  - Relevant to inspection outcomes
  - Time-bound
- reviewing progress formally at each meeting

### 3.4 KPI Monitoring

The SIAB will oversee progress against a defined KPI framework, which should include:

| <b>Area</b>                            | <b>Suggested KPIs</b>                                                                                                                                                                                           |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Attendance and Belonging</b>        | Overall attendance; disadvantaged attendance; SEND attendance; persistent absence; severe absence; punctuality; impact of attendance interventions                                                              |
| <b>Behaviour, Culture and Safety</b>   | Suspensions; repeat suspensions; permanent exclusions; lesson removals; internal truancy; behaviour incidents; mobile phone incidents; punctuality to lessons; pupil whereabouts during the day                 |
| <b>SEND and Inclusion</b>              | EHCP compliance; SEND attendance and persistent absence; SEND suspensions; quality of adaptive teaching; intervention impact; pupil/parent voice for SEND pupils                                                |
| <b>Quality of Education</b>            | Curriculum implementation; progress in English, maths and science; attainment at 4+ and 5+; progress of middle and high prior attainers; disadvantaged gaps, destinations, NEET risk                            |
| <b>Teaching and Classroom Practice</b> | Lesson visit findings; consistency of lesson routines; quality of modelling/checking for understanding; adaptive teaching; book scrutiny; coaching completion and impact                                        |
| <b>Reading and Literacy</b>            | Reading age data; progress of weakest readers; participation in reading interventions; evidence of reading across the curriculum; impact on access to learning                                                  |
| <b>Leadership and Governance</b>       | Promotion of Catholic ethos and inclusive culture; SIP milestones; completion of agreed actions; quality assurance evidence; leadership presence; staff voice; governor/director challenge; escalation of risks |
| <b>Safeguarding and Compliance</b>     | Safeguarding audit outcomes; training completion; case review timeliness; attendance coding; supervision arrangements; safe systems for pupils out of lessons                                                   |

The KPI framework reflects the school's improvement priorities following the Ofsted inspection and will be pursued in a way that is fully consistent with the Catholic mission, particularly in promoting dignity, inclusion, high expectations and the flourishing of all pupils and staff.

The SIAB will:

- receive a dashboard report at each meeting
- identify trends, risks, and underperformance
- require immediate action where targets are not met\*

\*Where KPIs are not met, the SIAB will define, monitor and escalate specific corrective actions with named accountability and timescales.

### **3.5 Risk and Escalation**

The SIAB will:

- identify barriers to improvement early
- escalate concerns to the Board of Directors and the Diocese as appropriate
- ensure swift intervention where progress is insufficient

### **3.6 Monitoring and Evidence**

The SIAB will triangulate evidence through:

- data reports
- external reviews/audits
- first-hand evidence (e.g. visits, stakeholder feedback)
- leadership reports
- safeguarding reports

## **4. Membership**

The SIAB will include:

- 1 MAC director (nominated by the Board)
- 1 LGB member (nominated by the LGB)
- 1 member of the MAC's Executive Leadership team
- 1 diocesan representative nominated by the Director of Education on behalf of the trustees of the Archdiocese of Birmingham
- 4 governors appointed by the Diocesan Education Service who have no previous relationship with the school

### **Attendees (non-members):**

- Interim Executive Leaders
- Interim Principal
- Representatives called to the SIAB as and when required

## **5. Chair's Role**

The Chair will be elected from the 4 governors appointed by the Diocesan Education Service who have no previous relationship with the school:

- Set the agenda in line with improvement priorities
- Ensure robust challenge and professional conduct
- Act as key liaison with the Chair of the MAC/Diocese/Regions Group
- Ensure actions are followed up promptly

## **6. Meetings**

- Frequency: at least one meeting per month
- Quorum: Minimum of 3 members including the Chair ensuring that governors with no prior experience of the school are in the majority
- Papers circulated at least 3 working days in advance
- Standing agenda to include:
  - KPI dashboard
  - Progress against SIP actions
  - Executive Leaders/Interim Principal progress reporting
  - Risks and escalation

## **7. Reporting**

The SIAB will:

- Provide approved minutes after each meeting to the Board of Directors and Local Governing Body
- Escalate concerns immediately to the Board of Directors and the diocesan Director of Education where required

## **8. Decision-Making Authority**

The SIAB has the following delegated powers:

- Agree and approve the School Improvement Plan
- Ensure full compliance with statutory safeguarding requirements and report any concerns immediately to the Board of Directors
- All financial decisions must comply with the MAC's Financial Scheme of Delegation and be reported to the Board of Directors
- Executive Leadership Team interim financial arrangements to be formally agreed and minuted
- It may recommend formal intervention actions to the Members of the Archdiocese of Birmingham where progress is insufficient

## **9. Review of Effectiveness**

The effectiveness of the SIAB will be reviewed termly by the Board of Directors in consultation with the Director of Education at the Archdiocese of Birmingham

- Its continuation will depend on:
  - Evidence of sustained improvement
  - Readiness to return to normal governance structures

## **10. Duration**

- The Board will operate until the school exits Special Measures or demonstrates sustained improvement, as agreed with the Board of Directors and the Director of Education on behalf of the trustees of the Archdiocese of Birmingham