



## Performance and Standards Committee Terms of Reference for St Matthew's CE Primary School Local Governing Body

Last reviewed by the committee:	N/A – Formed in Academic Yr. 2020/21
Agreed by LGB:	November 2020
Date for review:	September 2021

### Membership

The Performance and Standards Committee shall consist of 3 governors and the headteacher.

### Meetings and Quorum

The Committee shall meet once a term and otherwise, as required. The quorum for a committee meeting shall be 3 governors, including the headteacher.

### Clerking meetings

The Chair of the Committee will ensure that agendas and papers for each meeting are sent out seven days in advance.

### Policy and statutory requirements

- (a) To ensure that the statutory requirements of the curriculum are being met and that the School Improvement Plan addresses curriculum priorities.
- (b) To ensure that the school offers a broad and balanced curriculum that *provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of life in modern Britain* and focuses on priorities which ensure pupils make excellent progress in reading, writing and mathematics.
- (c) To review data to ensure the curriculum has a positive impact on pupil outcomes.
- (d) In consultation with the headteacher and appropriate staff, to monitor and keep under review curriculum policies and the Relationships and Sex education policy and ensure any amendments are presented to the governing body for approval.
- (e) To ensure that the school meets the statutory requirements in meeting the needs of pupils with special educational needs or disability (SEND) (including those with Education & Health Care Plans), publishes and makes parents aware of its SEND policy and reports annually on the policy's success.
- (f) To monitor the impact of the equality policy in relation to teaching and learning, curriculum, assessment, achievement and progress.

### Curriculum Provision

To monitor:

- (i) the effectiveness of the quality of teaching, learning and assessment and, in particular, reading, writing and mathematics for all pupils from EYFS to Year 6
- (ii) the effectiveness of assessment techniques, including assessment for learning;
- (iii) the impact of provision for all key groups (Pupils with English as an Additional Language, Pupil Premium, pupils with Special Educational Needs or Disability, Pupils working at Greater Depth, vulnerable children, Children Looked After, etc);

## **Pupil Performance**

To monitor pupil performance, as follows:

- (i) scrutinise external and internal data, local and school data, the data dashboard and the effectiveness of data-tracking in monitoring pupil progress;
- (ii) review pupil progress (3-year trends) taking account of value-added indices for the school overall and for different groups (including those who have special educational needs or attend off-site alternative provision,, disabled pupils, disadvantaged pupils and the most able) and subjects, including those who have received intervention/additional support, those who joined the school after the normal phase transfer time, together with expected rates of progress;
- (iii) where applicable, review information on the proportion of pupils attaining particular standards against national averages (3-year trends), with a focus on pupil attainment in reading, writing and mathematics, the outcome of most recent phonics screening check, average point scores, Early Years Foundation Stage Profile data, etc;
- (iv) scrutinise External Adviser reports.
- (v) To ensure that parents are kept informed of pupil progress in accordance with statutory requirements

## **General**

To ensure subject and pupil premium governors are fulfilling the monitoring responsibilities and reporting these to the local governing body.

To report the Committee's resolutions and recommendations to the next full meeting of the governing body.