

# HADRIAN LEARNING TRUST

## Monitoring Committees

### Membership

The Committee shall consist of four non-staff trustees, the Executive Headteacher and the Head of School. Other individuals may attend meetings at the Committee's invitation.

### Quorum

No vote on any matter shall be taken at a meeting of a committee of the trustees unless the majority of members of the committee present are trustees.

### Chair

To be appointed by the Trust Board but excluding the Chair or Vice-Chair of the Trust Board.

### Clerk

To be appointed by the Committee.

### Frequency of Meetings

At least once per term.

## Terms of reference

### General

1. Advise the Trust Board on pertinent issues arising from the Committees' monitoring of education provision and impact.
2. Be familiar with and understand the school's performance data published by the Department for Education and Ofsted.
3. Be familiar with and understand internal school data relating to the quality of teaching, student learning and progress, student personal development and behaviour, attendance and exclusions, and leavers' destinations.

### Outcomes

4. Monitor school performance in relation to:
  - the progress of current students throughout each year group and across the curriculum;
  - the progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities;
  - the progress of students in English and mathematics in comparison to national figures;
  - the progress of those on level 3 qualifications;
  - the attainment of groups of students in relation to national averages;
  - the proportions of students and of disadvantaged students that progress on to a range of higher and further education establishments, apprenticeships, employment or training in comparison with the national average for all students;
  - rates of retention in the sixth form;

- destinations of those leaving Year 11 and the sixth form.

### **Teaching, learning and assessment**

5. Monitor the quality of teaching, using external expertise as well as attainment and progress outcomes to validate senior leaders' evaluation of:
  - overall standards;
  - the embedding of reading, writing and communication and, where appropriate, mathematics across the curriculum;
  - the impact of marking and feedback;
  - the management of behaviour;
  - attitudes to learning;
  - the extent to which students are able to articulate their knowledge and understanding clearly in an age-appropriate way.
6. Monitor the school's arrangements for providing parents with clear and timely information on how well their child is progressing in relation to the standards expected, and how they can support their child to improve.

### **Student personal development and behaviour**

7. Monitor
  - the extent to which students are confident, self-assured learners who are proud of their school and show respect for others' ideas and points of view;
  - the quality of impartial careers advice and the extent to which students are prepared for the next stage of their education, employment, self-employment or training;
  - the extent to which students understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life;
  - attendance;
  - standards of behaviour;
  - students' spiritual, moral, social and cultural development and the promotion of fundamental British values;
  - participation in extra-curricular opportunities that enable pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.

### **Leadership and management**

8. Ensure a deep, accurate understanding of the school's effectiveness is informed by the views of pupils, parents and staff and that this is used to keep the school improving by focusing on the impact of actions in key areas.
9. Monitor the deployment of resources and their impact in relation to the pupil premium, the primary PE and sport premium and Year 7 literacy and numeracy catch-up premium (where applicable).
10. Ensure that the functions relating to legal duties that relate to pupils with SEN are carried out in accordance with 6.4.11 of the [governance handbook](#).
11. Ensure that the functions relating to legal duties that relate to looked after children are carried out in accordance with 6.4.12 of the [governance handbook](#).