



**MINUTES OF THE PERFORMANCE MONITORING COMMITTEE MEETING HELD ON WEDNESDAY 18 OCTOBER 2017 AT 5PM**

**Present:** John Durance - Chair, Laura Martin (Headteacher), Jason Mitchell (JM), Debbie Benson (DB), Nicola Parsonage (NP)

**Apologies:** N/A

**In attendance:**

Lucia Hawes (Clerk)  
Clara King (Deputy Headteacher)

Item	Issue	Action
<b>1</b>	<b>Welcome and apologies</b>	
1.1	There were no apologies.	
<b>2</b>	<b>Declaration of interest</b>	
2.1	None.	
<b>3</b>	<b>What are we monitoring? Reading, Writing, SPAG &amp; Maths?</b>	
3.1	<p>It was agreed that governors should be monitoring attainment and progress in reading writing, SPAG and maths in Key Stage 1 and 2, plus phonics for Reception, Year 1 and Year 2.</p> <p>A governor asked if the phonics data is externally available. NP said that the Year 1 and 2 phonics test results are published.</p> <p>With regards to the internal tests that are conducted in years 3, 4 and 5, a governor asked if other schools do internal tests too. The Headteacher said that they don't so there is no data comparison but pass marks are based on age related expectations.</p> <p>The Headteacher explained to governors how the school monitors attainment and progress and talked about internal and external moderation.</p> <p>In response to a governor question, the Headteacher explained that interventions are put in to try and close the gap to national average.</p>	
<b>4</b>	<b>Which groups are we monitoring? Mainstream, PP, SEND, LAC &amp; EAL?</b>	
4.1	<p>The school breaks down the data to show the attainment and progress of the following groups: SEND, Pupil Premium, English as an Additional Language, more able, boys and girls. A governor asked if data for Looked After Children (LAC) should be looked at specifically. The Headteacher said that the school has 5 LACs and some post LACs. The phase leaders' reports don't report on data for LAC but do report on data for various ethnic groups.</p>	
<b>5</b>	<b>What is the basis of measurement? Progress &amp; Attainment?</b>	
5.1	<p>The Headteacher explained how progress and attainment is measured in Key Stage 1 and 2. She talked about how they monitor attainment in EYFS. It was explained that children should be getting at least a zero for progress at the end of KS2 – data above zero is good progress and below zero is below national. Children should be making 6 steps progress per year in the school's internal tracking.</p>	

	The Headteacher talked about striving to make accelerated progress in order to chase the bell curve of national data.	
<b>6</b>	<b>How are children requiring 'scaffolding' measured? Is there a place for differentiated learning as an alternative to scaffolding and how would it be measured</b>	
6.1	A governor asked if progress and attainment is measured in the same way for those children who have scaffolding/intervention. The Headteacher explained that they monitor impact of the interventions using a RAG rating system. A governor asked if Key Performance Indicators (KPIs) are used to monitor the progress of children having scaffolding/interventions. The Headteacher said that KPIs are not used for interventions, there are other measures. P levels are used for measuring the progress of children with SEND and that is how they identify which children need intervention.	
<b>7</b>	<b>What is our reporting language? Good, R.I. Poor? Define and quantify.</b>	
7.1	A governor asked if the school has a protocol language for reporting. The Headteacher said that they used to follow the Ofsted ratings for grading lessons but now they judge teaching using the following gradings: improving, good and enhanced. However, judgements for data are still graded using Ofsted judgements so it can be measured against national.  Governors suggested breaking down the judgements to detail the positive aspects and the areas for improvement. The Headteacher said that this is detailed in phase leaders' reports and quality of teaching is reported in the Headteacher's report.  A governor asked if data reports could show whether data is above national or significantly below.	
<b>8</b>	<b>Is it realistic to set targets against national age related expectations? Should we not set our own stretched targets based upon the potential of our children?</b>	
8.1	Governors realised that the school has to set targets against national age related expectations as this is what Ofsted will judge the school against.	
<b>9</b>	<b>What, how and when will we report to the FGB?</b>	
9.1	The Committee agreed to produce a report for the Governing Body meeting in January. The Committee may need to meet again in December informally to review the information when it is available.	
<b>10</b>	<b>Any other business</b>	
10.1	The Headteacher said that the data set will be ready on 11 <sup>th</sup> December.	
<b>11</b>	<b>Confirm date of next meeting</b>	
11.1	21 <sup>st</sup> February 2018.	

The meeting ended at 6.30pm.  
This is a true and accurate record of the meeting.

Signed: .....  
**Chair of Performance Monitoring Committee**

Date: .....