**Curriculum Committee Meeting Minutes**

**School: Cavendish Community Primary School**

**Quorum: 4 (met at this meeting)**

**Chair: Lorna Cook**

**Clerk: Jan Haslam**

**Date of meeting: 22 March 2023**

**Venue: Cavendish Community Primary School**

**Attendance**

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| **Name** | **Governor type** | **‘End of Term of Office’ date** | **Present (P)/apologies (Ap)/absent (A)** |
| Lorna Cook | Co-opted | 21/09/25 | P |
| \*\*Jo Taylor | HT | N/A | P |
| Sarah Kilty | Parent | 09/12/25 | P |
| Duncan Wilson | Parent | 09/12/25 | P |
| Sian Evans | Associate | 19/09/26 | P |
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| Catherine Alnuamaani | Co-opted | 19/05/24 | Ap |
| Laurence Moule | Staff | 12/09/24 | Ap |

**Others present**

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| **Name** | **Role** |
| Jan Haslam | Clerk, One Education |
| \* Sarah Conway | Assistant Headteacher (AHT), EYFS lead |
| \* Sarah Hopkins | AHT, KS1 lead |

**Agenda Items**

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| **1** | **Welcome and apologies** | | |
| All were welcomed to the meeting. Apologies were received and accepted from Catherine Alnuamaani and Laurence Moule. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **2** | **Declaration of Pecuniary Interests** | | |
| There were no declarations of interests pertaining to any items on the agenda. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **3** | **Minutes of the last meeting (9.11.23) and matters arising** | | |
| The minutes of the last meeting were approved as an accurate record. A copy will be signed for retention on file.  Matters arising  Page 2, Item 3 - Pen profiles have all been completed.  Page 2, Item 3 – Safeguarding training has not yet been arranged. The DHT will follow up on this and inform governors of how to access it.  Page 2, Item 3 – The reviews of the Equality Objectives and the Accessibility Plan are 10 on today’s agenda.  Page 2, Item 3 - Summary of the Assessment Policy and Feedback Policy now to be presented at the summer term meeting.  Page 5, Item 5 – The Attendance report is Item 7 on today’s agenda. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| D  A  A | * Minutes of the last meeting approved * Inform the DHT if safeguarding training needs to be completed, which will then be organised for governors to complete * Summary of the Assessment Policy and Feedback Policy to be presented at the summer term meeting | C&W Cttee  Governors/DHT  Clerk/LM | 29.3.23  17.5.23 |

Item 7 on the agenda was moved to Item 4.

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| **4** | **Quality of Education update: EYFS and KS1** | | |
| EYFS update  Sarah Conway, AHT and EYFS lead, presented the Quality of Education update for EYFS for discussion and questions, the main points of which are as follows:  Sarah explained the Areas of Learning to the governors. The Prime areas of learning are the most important ones followed by the Specific areas of learning. The Areas of Learning are split into aspects of learning and 17 of these aspects are reported on. The first 12 aspects are reported as part of the measure for a Good Level of Development (GLD), which is the measure of attainment at the end of EYFS. If the children achieve all 12 of these, they are seen to have achieved a GLD.  In 2021-22, 49% of children achieved a GLD. The average for Manchester was 53% and the National average was 65%. This shows that the school did not meet the Manchester or National averages. The last time there was available data prior to this was 2019 due to the pandemic, where the school achieved 72% GLD. Since then, the EYFS Framework has also changed.  For 2022-23, Target Tracker data shows how many children are on track to achieve a GLD related to both chronological age and step related. Governors should note that chronological age is not a factor in achieving a GLD.  In both Nursery and Reception, the on-track percentage has gone up for both the chronological age and step related tracking from the Baseline to the end of the Autumn term. The SLT are willing to accept the chronological data up until the end of the Spring term/middle of Summer term but after this, although the staff will still look at the chronological data, they will focus on the step related data. The next data drop is next week.  The expected percentages for the end of the Spring term are that approximately 55% of children will be on track to achieve a GLD. This shows good progress from Spring 2022 where 38% of children were on track to achieve a GLD.  *Q: The implication from the data seems to be that there are more summer born children. Is this correct?*  The number of summer born children in Nursery is high but the number in Reception is not. The Nursery staff keep a close eye on the progress of the summer born children.  Sarah presented the measures that have been put into place to improve standards. These include that the Nursery now have all physical areas of learning in all three classrooms, enabling the adults to ‘see’ the children during provision time and not just during adult-directed sessions. In addition, focus activities are now the exception and not the rule, which means that the adults are in the space with the children during provision time and are focussing on the statutory Characteristics of Effective Learning. This has resulted in higher levels of engagement from the children. There is now a strong focus on progression within the environment for child initiated learning from Nursery to Reception. An example of this was provided. A new tracking system, Target Tracker has been introduced which enables the staff to see more clearly the attainment and progress of the children.  *Q: Where is the raw data from?*  The raw data is from teacher judgement. Every term, the data is input, analysed and plans for future learning are made. Some staff input data more often but the accepted amount is three times a year.  The HT commented that the staff do not want to take time out of teaching to carry out assessments too frequently.  The AHT is in the process of coaching the staff to analyse the gaps and strengths from their own data and to plan accordingly. This includes looking separately at children who are in receipt of the Pupil Premium Grant, children with SEND, children who have English as an additional language (EAL) and other vulnerable children. Once the children have been identified for accelerated progress, strategies are identified and recorded. The staff also record the gaps and strategies for areas of learning with high percentages of children not meeting age-related expectation (ARE), and any strengths, so that challenge can be provided.  Sarah outlined the work that is soon to be completed on the Reception classroom.  In 2023-24 key worker groups will be introduced in Nursery. This is important for the prime area of Personal, Social and Emotional Development (PSED) and also builds relationships with families. Stay and Play has been introduced and Sarah explained what this is.  In 2021-22, the PSED data for the school was below both the National and Manchester averages. This year, there is a similar picture for Reception, which will have an impact on the data for GLD. PSED is not on track due to interruptions in the children’s early learning opportunities due to the pandemic. Sarah and the DHT are going to watch a webinar on text-based PSED, called, Think Equal. The SLT are hoping to roll this out in the Summer term to improve progress. The children are making good progress in reading, writing and maths.  *Q: What kinds of skills are included in PSED?*  Self-regulation, managing self and building relationships. Examples of these were given.  *Q: Is the EYFS lead happy with the overall progress of the changes implemented in EYFS?*  Sarah is happy with the progress made in EYFS and believes that the school have now introduced the major changes. In the future the EYFS lead will report on how the changes are embedding and the further progress being made.  A governor commented that a large amount of work has been carried out and that it is looking positive.  Key Stage 1 update  Sarah Hopkins, AHT and KS1 lead, presented the Quality of Education update for KS1 for discussion and questions, the main points of which are as follows:  Sarah informed the governors that, in KS1, the children are assessed in phonics in Year 1 and on SATs and writing moderation in Year 2. This will be the last year that KS1 SATs are taking place.  Actions to improve standards in phonics for the current Year 1 children were put into place in the last academic year. In 2022, 63% of Year 1 children passed the phonics test. This year, 72% of children are targeted to pass the phonics test. This is an improvement and phonics is looking strong.  Sarah outlined the actions that have been taken to improve standards in phonics. These include clear plans for the bottom 20% of children, examples of which were shared in the appendices. The HT and DHT read regularly with the bottom 20% of children and the Lightning Squad intervention is also being used.  Sarah outlined the things that had gone well in phonics which includes very positive feedback from the Success for All phonics (SFA) consultant, visits from other schools to observe good practice, speaking at a conference and investing time and training for teaching assistants (TAs).  Sarah presented the Year 1 data for the Autumn and Spring terms for reading, writing and maths and combined. These are based on teacher assessments. These show that progress has been made in all areas. She then talked about what actions have been taken to improve standards in Year 1, including a robust reading and phonics scheme, moving away from continuous provision, focus on co-operative learning strategies and working with teachers to track and analyse their data. Continuous provision is still used for brain breaks and for those children who need it. All the lessons have been whole class lessons since January.  *Q: What made the staff get on board with the changes?*  Visiting a school in an area of high deprivation who achieve 94% in the phonics test helped the staff to see what can be achieved. The KS1 lead has been a role model and has championed the new phonics scheme.  Sarah presented the Year 2 data for the Autumn and Spring terms for reading, writing, maths and combined. This year group has lost a considerable amount of learning time due to the disruption caused by the pandemic. The data shows progress in most areas, apart from in reading, where the percentage has gone down. This is due to mobility where 4 children working at Greater Depth left the school.  The end of KS1 data from 2022 shows that the percentage of children achieving the national expected standard in the school was in line with the national average in all subjects, with a higher percentage of children in the school achieving Greater Depth in reading and maths.  *Q: Do children from other countries who have EAL, who have started at the school, affect the results?*  Yes. All children are included in the data.  Teaching and learning in KS1 has improved this year.  The Chair thanked the EYFS and KS1 leads for their reports.  \* Sarah Conway and Sarah Hopkins left the meeting. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **5** | **2022-23 pupil progress data and assessment including disadvantaged children** | | |
| The Staff Governor, who is the Assessment lead, was due to report on this but was absent from the meeting.  The HT reported that she has pupil progress meetings with all classteachers and that they are currently taking place, so not all the information is available today.  The Assessment lead provided the governors with pupil judgements comparison for Spring 2023. The HT reminded the governors that the assessments are based on teacher assessment, based on what the teachers think the children will achieve at the end of the summer term.  Main points from KS1  A new maths scheme is in place, MathsBeat, and the AHTs are currently carrying out appraisal observations in maths. The teaching of maths has improved.  In writing, it appears that Year 1 are achieving higher overall than Year 2. However, Year 2 is a challenging year for assessment due to the SATs and moderation, especially when assessing writing. There are no tests for writing, the assessments are carried out by the teacher, which is subjective, hence the moderation.  Main points from KS2  The overall picture is the same in KS2.  The school may have to put writing on the School Development Plan (SDP) for the next academic year.  The governors were provided with an anonymised example of how the school supports Pupil Premium children and other focus children to make progress, including identifying current attainment and where the gaps are, barriers to learning and strategies and actions to support the children. All the teachers write a plan for these children in their class in September and it is reviewed in the summer term. The school also identify the child’s attendance in order to identify any possible links with progress and attainment. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **6** | **QA Spring report** | | |
| The governors were sent the QA Spring report prior to the meeting.  The report was positive and the school felt particularly proud of the comments made about the delivery of the science curriculum. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **7** | **Attendance report** | | |
| The DHT presented the Attendance report.  The current attendance figure for Spring 1 for children over 5 years old is 95% which is a positive figure. This is higher than the attendance figure for Manchester LA. The school received an Attendance Award from the Fischer Family Trust (FFT) for being in the top 25% of schools for attendance in the autumn term. There has been increased communication with families.  The school is focussing on the attendance gap of -2.8% for Pupil Premium children. Children who have attendance of less than 90% are tracked and the reasons for low attendance are analysed. There are more children in Nursery and Reception with low attendance compared to the rest of the school. Other actions taken by the school include; weekly meetings between the DHT and the Attendance lead, parents of children with less than 80% attendance meet with the DHT and Early Help is offered to those families whose children have less than 80% attendance. The school has had success with four families.  The school has an Attendance Strategy with the vision of ensuring all pupils can fulfil their potential by attending school every day to benefit holistically from their education so that they are motivated, happy and prepared to learn and achieve. The school target is 96% attendance.  The number of lates has improved due to improved communication and the school are working with families on this.  Next steps include; considering awards and rewards and working closer with persistent absentees.  *Q: Are there any children below 50% attendance?*  There are no cases below 50% but there are two cases below 70%.  A governor commented that there used to be stickers awarded for 100% attendance weekly. The HT stated that the school has to consider equality when thinking about attendance awards.  \*\* Jo Taylor (HT) left the meeting. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **8** | **SDP update** | | |
| There were no matters arising. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **9** | **E-safety update** | | |
| The DHT presented the E-safety update.  To date, there have been 11 incidents involving 9 children related to e-safety. 2 of these incidents took place in the school and the rest were about messaging or internet use outside of the school.  Actions taken by the school include; Safety Protectors are in place, e-safety meetings for parents have been held, the school has had a Safer Internet Day, the school website has been updated for child and parent advice and parental advice and workshops are communicated on the newsletter. In addition, the DHT has contacted Greater Manchester Police about Year 6 use of online messaging and apps regarding discrimination/legal restrictions/criminality but has not heard back from them yet.  Next steps in e-safety are; to update e-safety sessions and build e-safety into the computing curriculum, half termly phase assemblies with follow up activities are to be carried out and monitored, carry out a pupil survey regarding e-safety in the summer term and hold a parent workshop in school, possibly partly led by the Safety Protectors.  *Q: What year groups receive e-safety lessons?*  From Nursery.  The DHT outlined the E-safety plan in further detail, which was made available to the governors on Governor Hub. | | | |
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| **10** | **Equality Objectives review and Accessibility Plan review** | | | | |
| The governors received the Equality Scheme 2020-2023 prior to the meeting.  The scheme will be reviewed annually and updates on the objectives published annually. Any such review will be informed by the information gathered and the impact assessments. The widest possible and most inclusive level of consultation and involvement by pupils, staff and parents will be sought. A new scheme will be published by Autumn 2023.  The DHT presented the Equality and Diversity Team Plan. The Equality Team consists of the DHT and six other staff members. The Plan has recorded impact.  The DHT presented the Accessibility Plan review including next steps for advanced equality.  A governor stated that it is important that the school discusses a diverse range of people in history but that this needs to be done mindfully so that it is not tokenistic.  The DHT will talk to the Equality and Diversity team and subject leaders about the need to embed this into their subjects. | | | | | |
|  | **Actions or decisions** | | **Owner** | | **Timescale** |
| A | * Talk to subject leaders about embedding equality and diversity into their subjects | | DHT/Equality and Diversity team | |  |
| **11** | | **Policies** | | | |
| School Exclusion Policy  *Q: Are there any children in the school who are risk of exclusion?*  Not at present.  The School Exclusions Policy was approved by the Governor Body.  Medical Conditions Policy  There were no matters arising.  The Medical Conditions Policy was approved by the Governing Body.  SEN Information Report  There were no matters arising.  The SEN Information Report was approved by the Governing Body. | | | | | |
|  | | **Actions or decisions** | | **Owner** | **Timescale** |
| D  D  D | | * School Exclusions Policy approved * Medical Conditions Policy approved * SEN Information Report approved | | C&W Committee  C&W Committee  C&W Committee |  |

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| **12** | **Any other business** | | |
| Part of the next FGB meeting will be for the governors to look at the Governor Hub website. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| A | * Look at Governor Hub website | FGB | 29.3.23 |

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| **Date and time of next meeting:** | Wednesday 17 May 2023 @ 5.00 p.m. |