**Curriculum Committee Meeting Minutes**

**School: Cavendish Community Primary School**

**Quorum: 3 (met at this meeting)**

**Chair: Lorna Cook**

**Clerk: Joanne Douglas**

**Date of meeting: 2 March 2022**

**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 |
| Kirsty Baird | Co-opted | 12/01/25 | P |
| Catherine Alnuamaani \*\* | Co-opted | 19/05/24 | P |
| Laurence Moule | Staff | 12/09/24 | P |
| David Griffiths | Associate (DHT) | 21/03/22 | P |
| Duncan Wilson | Parent | 09/12/25 | P |
| Sami Khan | Parent | 09/12/25 | P |
| Sarah Kilty \*\*\* | Parent | 09/12/25 | P |
| Dr Tim Whitworth | Parent | 09/12/25 | P |

*\*\* Arrived late – see Item 3*

*\*\*\* Left the meeting early – see Item 7*

**Others present**

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| **Name** | **Role** |
| Joanne Douglas | Clerk, One Education |
| Emma Capp | One Education (Observer) |
| Anna Tattersall \* | Cavendish Primary Literacy/Phonics Lead |

*\* Left after the additional item*

**Agenda Items**

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| **1** | **Welcome and apologies** | | |
| All were welcomed to the meeting and introductions were made. There were no apologies. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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An additional item was presented prior to the agenda items as follows:

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|  | **Teaching of Phonics** | | |
| The Literacy/Phonics lead provided an overview of the changes to phonics that will take place this year. The following points were highlighted in discussion.  The school is currently using the Department for Education (DfE) produced ‘letters and sounds’ scheme to teach phonics. All Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) teachers have their own creative way of teaching phonics.  The DfE has now stated that the 2007 scheme of works is not a full Systematic Synthetic Phonics (SSP) programme, as it relies on schools building a programme around the handbook and in many cases, this does not align with the curriculum and best practice.  Therefore, the DfE has now advised schools that they need to take an approach that is rigorous, systematic, uses fidelity and achieves strong results for pupils, including the most disadvantaged. The school believes the easiest way to achieve this is to use a full SSP programme from the DfE’s validated list.  The school undertook a research exercise to determine which programme had the best fit, which included visiting schools teaching Little Wandle and Success For all. Following this, the Fischer Family Trust (FFT) programme, Success For All (SFA) was chosen. All staff have completed the overview training and phonics and reading training has been completed by EYFS and KS1 staff.  *Q: Why was the SFA programme chosen?*  SFA was chosen because this is a tried and tested programme and has been successful in other schools. During the visits to other schools, it was felt this programme was the best fit for Cavendish. In addition, a new staff member to Cavendish has been teaching using this programme for a number of years and this experience will be useful.  *Q: Is the purpose of there being no flexibility to ensure that consistency is applied?*  Yes. The programme provides a systematic and consistent approach to teaching.  *Q: Will there be a phased introduction?*  Yes. The phonics part of the programme will be rolled out in Spring 2 with Reception and Year 1. Reception resources have been delivered and an INSET has taken place for English leaders, EYFS and Year 1, with a focus on the logistics of roll out. The reading practice is more complicated and therefore, further research will be undertaken prior to rolling this out in September. SFA provides a 6 week programme for Nursery but for now, the Nursery children will continue to use letters and sounds.  Future actions were noted as follows:   * Year 1 resources to be delivered * Order reading books * Reception to visit SFA hub school to observe phonics/reading sessions * Decide on the reading practice model * Monitoring and observation of lessons/planning * Research Year 2 reading practice to align with the rest of the school * Research SFA as a whole school approach to reading   The Literacy/Phonics lead was thanked for providing the phonics overview.  *\* Anna Tattersall left the meeting* | | | |
|  | **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. | | | |
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| **3** | **Minutes of the last meeting (10.11.21) and matters arising** | | |
| The minutes of the last meeting were approved as an accurate record. A copy will be signed for retention on file.  *\*\* Catherine Alnuamaani joined the meeting*  Matters arising  Page 5 (Item 7) – With regard to determining whether benchmarking data is available through the FFT, the school is considering whether a collaborative group could be set up. FFT should be able to facilitate contact with other similar schools. It was noted that some schools may not want to provide information. Additionally, schools moderate and assess differently and therefore, this will not give true comparable data. The data does get validated nationally through assessments such as Standard Assessment Tests (SATs) and this published data can be benchmarked.  Page 7 (Item 10) - The SEND Information Report was amended and was reviewed and approved by the Governing Body at their last meeting in January. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| D | * Minutes of the last meeting approved | C&W Cttee |  |

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| **4** | **2021-22 pupil progress data and assessment including disadvantaged pupils** | | |
| The Pupil Performance Data for Years 1 to 6 was provided in advance of the meeting for information. The following points were highlighted in discussion.  The data was previously presented in pie charts but the FFT system presents the data in a tab format.  The data for reading, writing and maths in each year group was noted as follows:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year group** | **Expected+ Reading** | **Greater Depth Reading** | **Expected+ Writing** | **Greater Depth Writing** | **Expected+ Maths** | **Greater Depth Maths** | | Year 1 | 53% | 10% | 44% | 6% | 58% | 13% | | Year 2 | 62% | 24% | 59% | 11% | 62% | 22% | | Year 3 | 62% | 11% | 52% | 2% | 67% | 10% | | Year 4 | 59% | 15% | 49% | 7% | 58% | 16% | | Year 5 | 75% | 35% | 52% | 16% | 67% | 25% | | Year 6 | 74% | 35% | 67% | 24% | 76% | 11% |   The percentages for pupils groups were also provided, such as pupil premium, non-pupil premium, Special Educational Needs (SEN), Education, Health & Care Plans (EHCPs) and English as an Additional Language (EAL).  *Q: Could all year groups be presented in one document, rather than a separate document for each year group, for comparison purposes?*  The DHT agreed to look at the presentation of data for future meetings, together with colour coding to highlight the areas of success and those requiring improvement. The current FFT system is not strong in presentation features but is a useful tool for benchmarking and forensic analysis of pupil groups. The Chair will liaise with the DHT/Laurence Moule to provide assistance with Excel presentation formats.  Writing continues to be the main area of focus. The low performance in writing reduces the reading, writing and maths (RWM) combined score.  Covid has impacted on attainment, particularly on pupil premium children, other than in Year 6. The data highlights that the younger children have been more affected by the pandemic.  *Q: What does expected+ mean?*  This means the percentage of children achieving or exceeding the expected standard. There was a national expectation that 85% of children will achieve expected+ pre-pandemic in RWM. This is an aspirational target; the national average for RWM is 70%.  *Q: What was Cavendish achieving before the pandemic?*  This was always on or near the national average. Writing is typically lower than reading and maths.  *Q: Are interventions ongoing?*  Some are continuing but the school is focusing on more in class support & quality first teaching.  EAL children perform well and out-perform pupil premium children in many areas. The performance of pupil premium children is a slight concern. Quality teaching will make the difference – if the children are not being taught well, this will have a negative impact.  *Q: Is Year 4’s performance a concern?*  There are a number of factors that have impacted on Year 4’s performance, such as their previous year 3 was a start of a new key stage and was greatly impacted upon by Covid as they had been out of school for long periods of time. The strategies in place for Year 5 and Year 6 are working and further investigation is required to determine how these strategies can be applied to Year 3 and Year 4. High levels of staff absence during Covid has also had an impact on performance and additionally, the school has not been able to monitor and analyse performance in the usual way.  The Governors commented that it would be useful to have some context/narrative in the report. It was agreed this will be added into future reports.  *Q: What are the confidence levels for the Year 6 SATs?*  There is an expectation nationally that results will dip. The Year 6 children will be compared to their Year 6 peers and not previous Year 6 cohorts. The current Year 6 seem to be doing well and working hard to catch up, although there are certain areas that have been impacted by Covid more than others. Attainment and progress seems to be fairly similar to previous years.  *Q: Is there an aspiration or target for how long it will take to reach pre-pandemic levels?*  There is no national expectation but the details of what the school would like to achieve is detailed in the school development plan. It is difficult to quantify, although the primary curriculum is cyclical so there are some areas that will naturally be re-visited. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| A | * Consider the presentation format of performance data and include context in future reports. | DHT/LM/  Chair |  |

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| **5** | **Attendance Data** | | |
| The FFT Attendance Tracker was circulated in advance of the meeting for information. The following points were highlighted in discussion.  The attendance headlines for attendance up to the end of January were noted as follows:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Total** | **Girls** | **Boys** | **Free School Meal Ever 6** | **Non-FSM6** | **Persistent Absence** | | 92% | 92% | 92.1% | 90.1% | 92.9% | Data not yet available |     The data also displays attendance for pupil groups, such as SEN support, non-SEN and EHCP and is broken down into year groups. Comparisons against national average are also given, with the green dots indicating above national average, light red dots indicating slightly below national average and the dark red dots indicated significantly below national average.  There was a dip in attendance after Christmas in every year group but this returned to normal levels fairly quickly.  Year 4 has the lowest attendance and this correlates with their low performance as previously discussed. The EHCP group (22 children) is low at 84.5% - this is low as one child did not attend at all but has now left the school and therefore, the attendance levels in this group should level out.  A Covid Impact Report was provided, which highlights Covid absences and other absences since 6th September 2021. The report shows the increase in Covid absences in December and January.  *Q: What are the strategies for improving attendance?*  The school went through a phase of poor attendance and a variety of consistent strategies were introduced and attendance improved to good levels. The school will call parents on the first day of a child’s absence and continued absence will result in a meeting with the parents if required. Persistent absence is tracked very closely. Attendance at Cavendish should be celebrated, as it is a strength.  *Q: What are the procedures for Covid absence now?*  The procedures are the same as before; if a child has Covid symptoms they are to take a test and if this is a positive result, the child is to stay off school for 5 days. The difference is that this is now an expectation rather than the law, and this will be communicated to parents now the guidance is clearer. Manchester Public Health will also communicate with parents. | | | |
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| **6** | **Website Overview, including Governor section** | | |
| The school is currently developing the Governors section of their website. New Governors were asked to provide the school with a photograph of themselves and a pen profile. Other Governors were asked to review their profile on the website and advise the school of any changes.  The school has also started to develop the curriculum area of the website, as the curriculum is a particular area of focus for Ofsted. A number of subject areas are now complete and include the intent, objectives and subject curriculum maps. It would be useful for all Governors to familiarise themselves with the website and the curriculum content.  *Q: Will link governor information be included on the website?*  This is a good idea and could be included on the Governor and curriculum sections. Link governors should become familiar with their subject area once this has been determined.  *Q: Could a video be added for each area of the children’s learning?*  This would be good. This could be something to work towards and add over time.  *Q: Have the year groups been updated?*  Yes. It was noted that it would be useful to have a consistent format across all year groups.  *Q: How much time is allocated to updating the website?*  Very little. The website should be updated once a year. The website is mainly important for Ofsted and prospective parents. Current parents normally only use it for key information, such as term dates. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| A | * Governors to provide the school with a pen profile and photo for the Governors’ area of the website | Governors |  |

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| **7** | **Termly Wellbeing Report from Mental Health Lead** | | |
| The autumn term Wellbeing Report for Governors was circulated in advance of the meeting for information. The following points were highlighted in discussion.  The Wellbeing Report will be included in the Headteacher’s Report to Governors going forward. Mike Tate is the new Mental Health & Wellbeing Lead and he wanted to highlight the work being undertaken in a report for Governors.  Governors noted the content of the report and were invited to ask questions.  *Q: The report states there were 43 incidents reported on CPOMS (Child Protection Online Monitoring System). Is this higher than in previous years?*  The 43 incidents were linked to mental wellbeing and this is a new category of reporting on CPOMS. Therefore, comparisons will be available in future years.  Logging incidents of this nature on CPOMS helps to highlight concerns early and is useful for tracking and monitoring patterns. A systematic approach to recording is being undertaken.  *Q: Is this 43 children or 43 incidents?*  This is incidents. The Governors commented it would be useful to have a breakdown of the number of children this relates to.  *Q: Are interventions recorded?*  This is currently being worked on, which will provide a good evidence base of which interventions have been successful and which have not. Mike Tate is working with staff on how incidents are recorded and what context is required.  *Q: Will the CPOMS information be transferred to the children’s high school setting?*  The information can be shared if it is a child protection or safeguarding issue, as parents do not have to provide permission. Wellbeing information cannot be transferred. The sharing of information has to be in line with General Data Protection Regulations (GDPR) guidelines.  *Q: Is the play therapy an internal or external provision?*  This is an internal provision. This is a 12 week programme with identified children and can be extended if necessary.  No further questions were raised.  *\*\*\* Sarah Kilty left the meeting.* | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **8** | **School Improvement Plan Update** | | |
| The Cavendish School Development Plan 2021-22 (Spring update) was circulated in advance of the meeting for information. The following points were highlighted in discussion.  The attainment targets for phonics and KS1 have not yet been included. The targets for KS2 are expectations rather than targets. The targets would never normally be set below national, as this would not be aspirational but this year, realistic targets have been set.  The target process has been very thorough and has been set following discussions with key stage leads and teachers. A review of each child was undertaken.  The priority areas for development are:   * *Priority 1 (Brilliant Teaching & Learning) - To raise attainment and progress in writing with a particular emphasis on disadvantaged learners.*   Deep dives into writing are being undertaken, together with a review of the marking policy. Strategies to develop best practice are being devised.   * *Priority 2 (Brilliant Leaders) - balanced curriculum, with clear strategy for the intent, implementation & impact of each subject through development of subject leadership.*   This is a new initiative and staff have taken to this well. Further work is required on the curriculum, to ensure there is a thoughtful curriculum that builds from the Nursery up. There is a need to be explicit in subjects such as Science, Maths and History and to support this, a consultant is due to visit the school to review these subjects.  Link Governors will be discussed at the full Governing Body meeting in March, where subject links will be determined. Plans are in place for link governors from the summer term, including a Governors’ afternoon, and these plans will be shared once finalised.   * *Priority 3 (Brilliantly Healthy, Happy & Safe) - To improve the provision for mental health & wellbeing support for children at Cavendish.*   A Mental Health & Wellbeing Lead has been implemented.   * *Priority 4 (Brilliant Together) - To further embed the Rights Respecting message & ethos.*   Manchester is to become a Rights Respecting city. The school has been working on this for several years. The new Assistant Headteacher has taken on responsibility for this and the aim is to work toward achieving gold status.   * *Priority 5 (Brilliant Learning Environment) - To develop the playground to give brilliant play opportunities and improve PE & sports provision.*   The playground has been completed. This now needs to be developed further by considering play activities that are engaging, fun and interesting for the children. The children’s views will be sought in this respect.  The School Development Plan will be presented again at the next meeting to review progress. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| A  A | * Add Link Governors to Governing Body agenda for discussion * Present School Development Plan at the next meeting | Clerk/HT  HT |  |

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| **9** | **Safeguarding Training Update and Safety Survey Results** | | |
| Safeguarding training update  The DHT provided a verbal update on safeguarding training. The following points were highlighted in discussion.  The main area of training has been on understanding sexualised behaviour in primary schools, which is based on the latest update of the Keeping Children Safe in Education (KCSIE) guidance, and provides staff with information on what is age appropriate/normal behaviour for a school setting. There is an emphasis on sexual violence and harassment.  If there are concerns that a certain type of behaviour is not on the ‘normal’ scale, staff will raise these concerns with the DHT. It is important that lunch time staff also have an understanding and the lunch team will receive training during the INSET day in May.  When looking at any harmful behaviour, a number of factors would be considered, such as:   * the child’s school age * context of behaviour * emotional response when challenged * response of the other children involved * the power dynamic * frequency of behaviour and persistent behaviour * family and environment factors   In all cases of concern, the Designated Safeguarding Lead would seek specialist advice to ensure appropriate measures are taken.  Governors were reminded to read Parts 1 & 2 of KCSIE. A copy was provided to new Governors in their induction pack. Governors were also reminded to complete the safeguarding training using the link circulated by the DHT.  Safety Survey Results  As discussed at the previous meeting, the Safety Protectors devised a safety survey which was shared with all children, to determine how safe they felt in school. The survey went to all children in KS2 to complete and this was completed in class in KS1. A breakdown of the results were circulated in advance of the meeting for information.  The areas that stood out were:   * How safe do you feel on the field? * How safe do you feel on the football pitch? * How safe do you feed in the toilets?   The Safety Protectors investigated the areas that stood out to determine the reasons, which were:   * Field – the main issue is nettles/brambles on the perimeter of the field * Football pitch – the main issue is overcrowding * Toilets – the main issues are with the locks and privacy   *Q: Is it usual for primary school children to have issues with the toilets?*  Yes. It is meant to be a private space but, because of the setting, is not particularly private. The area is unsupervised and the children could feel vulnerable. The children at Cavendish are very good at raising issues.  The Safety Protectors have shared the findings with the children and are working towards fixing the issues.  Another area of concern was the high negative response (48%) to ‘do you have somewhere to go to calm down if you are angry, sad or worried?’ To address this, the school has purchased a hoodie chair which is located in the hall during class time. Mr Tate is monitoring its use and additional chairs may be purchased if this is working well. Chill out clubs continue to run during lunch time for targeted children. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| A | * Governors to read Parts 1 & 2 of KCSIE and complete the safeguarding training via the link provided | Governors |  |

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| **10** | **Policies for Review** | | |
| The following policies were circulated in advance of the meeting for review and approval.  Accessibility Plan  The revised Accessibility Plan has been amended and all updates are highlighted green.  *Q: Will Class Dojo be rolled out across the school?*  A policy has been agreed and the expectations/parameters will be communicated to parents. The policy sets out the need for consistency and parents will be given regular gentle reminders. There is still some training required and following this, it will be rolled out across the school.  No further questions were raised. The Accessibility Plan was approved.  The HT advised the committee that there is an accessibility issue that is currently being considered. A representative from the Local Authority is due to visit the school to consider the options available. This will be discussed further at the next meeting.  Policy for Adult Behaviour on the School Site  There have been no amendments to the policy since the last review.  No issues were raised and the Policy for Adult Behaviour on the School Site was approved.  It was noted that the Equality Objectives will be reviewed at the next meeting. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| D  A  D  A | * Accessibility Plan approved * Discuss accessibility issue at the next meeting * Policy for Adult Behaviour on the School Site approved * Review Equality Objectives at the next meeting | C&W Cttee  C&W Cttee  C&W Cttee  C&W Cttee |  |

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| **11** | **Any other business** | | |
| No items were raised for discussion. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **Date and time of next meeting:** | Wednesday 18th May 2022 at 5.30pm |