**Curriculum Committee Meeting Minutes**

**School: Cavendish Community Primary School**

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

**Chair: Lorna Cook**

**Clerk: Jan Haslam**

**Date of meeting: 9 November 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 |
| Sarah Kilty | Parent | 09/12/25 | P |
| Catherine Alnuamaani | Co-opted | 19/05/24 | P |
| \* Laurence Moule | Staff | 12/09/24 | P |
| Duncan Wilson | Parent | 09/12/25 | P |
| Sian Evans | Associate | 19/09/26 | P |

**Others present**

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| **Name** | **Role** |
| Jan Haslam | Clerk, One Education |

**Agenda Items**

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| **1** | **Welcome and apologies** | | |
| All were welcomed to the meeting. There were no apologies for absence. | | | |
|  | **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 (18.5.22) 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) – Governors were reminded to provide the school with a pen profile and photo for the Governors’ area of the website, if they had not already done so.  Page 2 (Item 3) – Governors to inform the DHT if they need to complete the safeguarding training which the DHT will then organise.  Page 2 (Item 3) – A review of the Equality Objectives will be deferred until the Spring term meeting of the committee.  Page 5 (Item 4) – Laurence Moule to present a summary of the Assessment Policy and Feedback Policy at the next Curriculum Committee meeting.  Page 5 (Item 4) - Present findings of the Spanish mini deep dive at the next meeting. The HT believes that there is a lot of information on all subject monitoring that could be shared with the GB, but that it would be too much information. She suggested that it be the role of the Link Governor for Modern Foreign Languages (MFL) to receive this information. If the subject area is a priority area, for example, phonics, the monitoring of this area could be brought to the Curriculum Committee meeting. This was agreed.  Page 7 (Item 8) - The area of ‘Spirituality’ has been allocated to the DHT as part of the remit of the Health and Wellbeing team.  Page 7 (Item 9) - The Protection of Equality Information and Objectives was completed in the last academic year by the HT and is on the website. The HT will check whether she has forwarded it to the governors.  Page 7 (Item 9) - Liaise with SBM regarding breakfast club drop in sessions. The SBM has told the HT that the drop in sessions are not viable due to having to pay staff to run it, which is not currently feasible due to finance issues. The HT stated that she believes that there is less of a need for the drop in sessions at present.  Page 7 (Item 9) – Contents of packed lunches. Healthy Schools did some work around this. It is not policy to remove items from packed lunches and the HT stated that this does not happen currently. After Christmas, the school are introducing new procedures for lunchtimes and Lunchtime Organisers (LOs). This will include a feedback ‘chat’ after every lunchtime for LOs. The DHT has completed some training with LOs.  The Staff Governor commented that the LOs have been giving positive feedback to the classteachers after lunchtime and all agreed that this was important. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| D  A  A  A  A  A | * Minutes of the last meeting approved * Provide school with a pen profile and photo * Inform the DHT if safeguarding training needs to be completed, which will then be organised for governors to complete * Review Equality Objectives deferred until Spring term meeting * Summary of the Assessment Policy and Feedback Policy to be presented at the Spring term meeting * Check whether the Protection of Equality Information and Objectives was sent to governors | C&W Cttee  Governors  Governors/DHT  Clerk  Clerk/LM  HT | 11.11.22  11.1.23  22.3.23  22.3.23  22.3.23 |

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| **4** | **Analysis of Assessment Data** | | |
| The HT presented the Inspection Data Summary Report (ISDR), which was released on 19 October, for discussion and questions, the main points of which are as follows:  The ISDR only highlights areas, which are significant or exceptional.  Areas of significance/exception are:  At Key Stage 1, attainment of greater depth in reading (34%) was significantly **above** national and in the **highest** 20% in 2022.  The proportion of pupils meeting the phonics expected standard (32+) in Year 1 (63%) was significantly **below** national and in the **lowest** 20% of all schools in 2022. Of the 90 pupils, 33 did not meet the expected standard, with an average mark of 18. There were 23 pupil(s) that were screened in Year 2 in 2022; 10 of those met the expected standard.  Key stage 2 attainment of the high standard (110+) in mathematics (35%) was significantly **above** national and in the **highest** 20% in 2022. Of the 84 pupils, 19 did not meet the expected standard, with an average scaled score of 92.  At Key Stage 1, attainment of greater depth in mathematics (28%) was significantly **above** national and in the **highest** 20% in 2022.  Key stage 2 attainment of the high standard (110+) in reading, writing and mathematics (15%) was significantly **above** national in 2022.  Key stage 2 attainment of the high standard (110+) in the English grammar, punctuation and spelling test (39%) was significantly **above** national and in the **highest** 20% in 2022.  In the absence data, the rates of overall absence (3.4%) and persistent absence (5.4%) in 2018/19 were in the **lowest** 20% of schools with a similar level of deprivation.  In Suspensions and Permanent exclusions, across the whole school, there were no suspensions in 2020/21. There were no permanent exclusions in the whole school in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.  Pupil Groups  For middle prior attainers progress in reading (-2.3) was significantly **below** national and in the **lowest** 20% in 2022. Attainment of the expected standard (100+) in reading (66%) was significantly **below** national in 2022. This was not significant enough to affect the whole cohort. School are aware of this and will monitor the middle prior attainers group.  Overall absence for pupils with special educational needs (3.8%) was in the **lowest** 20% of all schools in 2018/19.  In School and Local Context, the school was well above average in 3 out of 5 areas.  During 2020/21, 87% of teachers had at least one period of sickness absence. 10 days on average were lost to teacher sickness absence. This was in the highest 20% nationally. Long-term sickness adversely affected these figures.  The HT informed the governors that the EYFS data was still the lowest data in the school.  *Q: How does the phonics result compare to the Local Authority (LA) data?*  It is lower than the LA attainment data.  The governors expressed that, based on this document; the school is doing well, especially due to some of the contextual information such as free school meals (FSM) and SEND.  The HT informed governors that the LA congratulated the school on the KS2 data.  The governors were directed to the Manchester IDS document.  A governor noted that the attainment data for EYFS was low.  This is typical across all schools but the HT thinks that the school did not change practice quickly enough to mitigate this. The school is now addressing this.  *Q: What is happening with the children who did not achieve GLD in Reception?*  50% of the children in Year 1 did not achieve GLD in Reception. The Year 1 teachers are targeting those children to try to accelerate progress. The Year 1 teachers are happy with the current progress in phonics so far.  *Q: How many children were mid prior attainers in reading?*  The figure is unknown but it has to be a large enough group for it to be statistically significant.  The governors were directed to the School Data.  The attainment data for lower down the school is low but the attainment data for higher up the school is good. The children who are currently in Year 6 achieved well in Year 5. Writing is generally weaker but writing was adversely affected by Covid. Writing assessment is also reliant on teacher assessment, which can sometimes be lower than the actual achievement. The gap is larger for the Pupil Premium children and there is still work to be done around this group. The school believes that the right strategy is in place for this and the writing strategy is not changing and is not on the SDP. There is a focus on writing for Pupil Premium children.  There is a gap between the Pupil Premium and non-Pupil Premium children in maths. It is still a smaller gap than the national, but the school needs to continue to support these children to close the gap. The school is unable to offer tutoring due to financial issues.  MathsBeat is the sequenced maths curriculum that is now being used in the school.  *Q: Could parents help in school with maths as they do with reading?*  This would be too complicated due to the different strategies used, which needs to be consistent. The school could arrange a maths parent workshop but these events are not always well attended.  A governor suggested that the school could put some videos on the school website to show how certain concepts are taught so that parents would be better able to support their children using the correct strategies. The Calculation Policy is due to be updated this year so there could possibly be a parent document alongside this.  The HT presented the Data against Targets report and explained the colour coding to the governors. The arrows on the document indicate whether the results have gone up or down from the previous year.  The picture shown by this document is the same as the previous documents.  The school have set challenging targets for 2023.  *Q: Why are there different targets for Pupil Premium children?*  The target for the whole cohort is very high. The school are hoping to close the target gap between the Pupil Premium and non-Pupil Premium children. It is usual to have a separate target in primary schools.  *Q: Do all the teachers know who their Pupil Premium children are and what is being done to support them?*  This is discussed and all teachers know this. However, it is not documented.  It is the HT belief that outstanding teaching is the key, so time spent on training is the best strategy. The school has to provide data and analyse it for accountability purposes. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **5** | **Attendance data and target setting** | | |
| The attendance target set by the LA is 96%. In 2021 – 2022, the school attendance was below this target at 93.1% but this figure is still higher than the LA figure.  The QA noted a gap between all pupils and children in receipt of FSM.  For this academic year so far, attendance is 95.3%, which is above the data for the LA. The attendance for FSM is 93.3%, which is higher than last year.  The DHT is going to work on this area and will provide a report at the next Curriculum Committee meeting. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| A | * Report on Attendance at the next Curriculum Committee meeting | Clerk/DHT | 22.3.23 |

\* Laurence Moule left the meeting.

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| **6** | **2021 - 2022 Pupil Premium Impact Summary and 2022-23 Pupil Premium Strategy** | | |
| This is now a 3-year document, which runs from 2021/2022 to 2024/2025, but the Statement has been updated. The Statement of Intent is the same. Some actions in the document have been amended slightly due to the data.  The HT talked through the actions, including, additional phonics sessions targeted at disadvantaged pupils who require further phonics support and using school led funding to provide additional phonics.  The school will hold the Easter school for maths and English for which the teaching staff involved will be given time in lieu, not monetary payment.  There is no expectation for the school to publish their KS2 results for 2022 but the school will put their results on the school website.  The 2022-23 Pupil Premium Strategy was approved by the Curriculum Committee. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| D | * Pupil Premium Strategy approved | Curriculum Committee |  |

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| **7** | **2022-23 PE and Sports Grant Statement** | | |
| The HT presented the 2022-23 PE and Sports Grant Statement, which will go on the school website once approved.  This document outlines the way the grant will be spent this academic year.  The 2022-23 PE and Sports Grant Statement was approved by the Curriculum Committee. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| D | * 2022-23 PE and Sports Grant Statement approved | Curriculum Committee |  |

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| **8** | **Success For All (SFA) Phonics report** | | |
| The HT presented the SFA Phonics report for discussion and question.  Jo Maxwell, an SFA consultant, visited Cavendish on the morning of 13October 2022. Anna Tattersall and Sarah Hopkins joined her in a learning walk around the Reception and Year 1 classes to focus on the delivery of SFA phonics and reading. The rest of the morning, Jo facilitated a discussion around the observations, reviewing and evaluating where the school are now and next steps.  The HT has also completed a phonics learning walk.  It was noted that phonics teaching is more consistent. The first phonics assessment will take place soon.  A governor commented on how positive the report is.  The reading books only have the phonics in them that the children have been taught. Therefore, the school is sending home an additional reading book. The HT stated that the school might be asked to discontinue this. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **9** | **QA Autumn Visit Report** | | |
| The HT presented the QA report for discussion and questions.  A governor commented that the report was more positive this time.  The QA was very complimentary of the science and history curricula and a governor commented that the history curriculum was excellent.  A governor commented that the QA acknowledged the hard work of the HT.  Some errors of who was present were noted on the report. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **10** | **Policy reviews** | | |
| First Aid Policy  The only changes to the policy are the people who are first aid trained.  The Curriculum Committee approved the First Aid Policy.  Mental Health Strategy  The phrasing in some of this policy has been amended. The HT acknowledges that supporting wellbeing is challenging when the school is trying to drive change. The school try to get the balance right.  The Curriculum Committee approved the Mental Health Strategy.  Attendance and Punctuality  Some minor changes have been made to this policy. The DHT is going to look at the policy in the light of new guidance.  The Curriculum Committee approved the Attendance and Punctuality Policy. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| D  D  D | * First Aid Policy approved * Mental Health Strategy approved * Attendance and Punctuality Policy approved | Curriculum Committee  Curriculum Committee  Curriculum Committee |  |

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| **11** | **Any other business** | | |
| 2023-2024 Holiday List  The holiday list was created in consultation with the staff. It includes the dates for INSET days.  The Curriculum Committee approved the 2023-2024 Holiday List. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| D | * 2023-2024 Holiday List approved | Curriculum Committee |  |

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| **Date and time of next meeting:** | Wednesday 22 March 2023 @ 5.00 p.m. |