**Curriculum Committee Meeting Minutes**

**School: Cavendish Community Primary School**

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

**Chair: Sarah Hamilton**

**Clerk: Pat Hyde**

**Date of meeting: 18th November 2020**

**Venue: Cavendish Community Primary School and virtually (via Zoom)**

**Attendance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Governor type** | **‘End of Term of Office’ date**  | **Present (P)/apologies (Ap)/absent (A)** |
| Sarah Hamilton | Co-opted (Chair) | 17/11/20 | P |
| Jo Taylor | HT | N/A | P |
| Kirsty Baird | Parent | 01/11/20 | P |
| Catherine Alnuamaani\* | Parent | 01/04/20 | P |
| Lorna Cook | Parent | 01/11/20 | P |
|  |  |  |  |
| David Griffiths | Associate Member (DHT) | 21/03/22 | Ap |
| Mike Tate | Staff | 22/03/20 | Ap |
| Neil Todd | Co-opted | 22/11/20 | Ap |
| Suzannah Reeves | Co-opted | 02/07/19 | A |

*\* Arrived late – see Item 3*

**Others present**

|  |  |
| --- | --- |
| **Name** | **Role** |
| Laurence Moule\*\* | Staff |
| Kirsty McCrindle \*\*\* | Staff |
| Sarah Hookes \*\*\* | Staff |
| Roisin Carrol \*\*\* | Staff |
| Pat Hyde | Clerk, One Education |

*\*\*Left early – see Item 6*

*\*\*\* Left early – see Item 7*

**Agenda Items**

|  |  |
| --- | --- |
| **1** | **Welcome and apologies** |
| The Chair welcomed everyone to the meeting. Apologies were received from Mike Tate, David Griffiths and Neil Todd. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |
| --- | --- |
| **2** | **Declaration of Pecuniary Interests** |
| There were no declarations of interests pertaining to any items on the agenda. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |
| --- | --- |
| **3** | **Chair Election** |
| Sarah Hamilton was elected as Chair, unopposed, for a period of one year. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Sarah Hamilton elected as Chair of the Curriculum Committee (CC)
 | CC | One year |

\*\* Catherine Alnuamaani arrived during this item

|  |  |
| --- | --- |
| **4** | **Notification of items for AOB** |
| One item was notified, and this will be discussed here to allow for input from LM and SENCOs.A proposal has been put forward regarding teaching in Year 6, which aims to target children from the three classes needing extra support. Due to the bubbles for children and reduced movement of staff across the school, TA support is not being as flexibly deployed as usual. Under this proposal teaching would be more tailored towards catch-up needs and the extra provision targeted where needed most.If agreed, there will be one streamed grouping in the morning for Maths/English, requiring the use of seating plans which place the children in three class columns within the group, and they will return back to normal classes in the afternoon. An example seating plan was shown to illustrate how the placement of the children could be altered to accommodate any specific anxiety or shielding issues. Based on ongoing work with Public Health England only children in close contact with a Covid case need to be sent home, rather than the whole bubble. As this plan uses groupings within the group, if a child tests positive we would anticipate only having to send home approx. 10-12 children. *Q How many children do we currently send home now following a positive test result?*It probably would be a similar number, depending on where they were seated in the classroom.The governors were in favour of this approach, and felt the benefits of the proposal outweighed the very slight increase in risk caused by class mixing. It was agreed the idea should be put to the parents as something the school wants to implement, with presumed consent, and if they have any problems with it the parents can come and talk to us. Although there is expected to be a small number of families who express concerns, it is hoped the majority of parents will welcome the prospect of extra support for their children and be reassured by the detailed arrangements being put into place to mitigate the risk. Once the notice to parents has been drafted regarding this proposal, it will be circulated to all the governors before being sent out.  |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |
| --- | --- |
| **5** | **Notification of Confidential Items** |
| No notifications were received. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |
| --- | --- |
| **6** | **Minutes of the last meeting (05.03.20) and matters arising** |
| The minutes of the last meeting were approved as an accurate record, and a copy will be signed for retention on file at the earliest opportunity.Matters arising*Page 5 (Item 11)* – The delivery of the report on safeguarding was overtaken by events, but CA confirmed she has met with the Safeguarding Lead and was happy with safeguarding processes, seeing evidence of good to excellent practice throughout the school. She will continue to liaise with DG, and will feed back to the Governing Body if any safeguarding issues are identified. *Q Does the school have a Looked After Children (LAC) link governor or a Pupil Premium (PP) link governor?*We do not currently have a named LAC link governor, as there are only a small number of LAC children in the school. This work would fit well with the remit of the PP link governor, who is happy to take on the role.No other issues were raised. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Minutes of the last meeting approved
 | CC |  |

 Kirsty McCrindle arrived during this Item

\*\*\*Laurence Moule left after this item

|  |  |
| --- | --- |
| **7** | **SEND report for Governors and parents 2019/20** |
| Governors received and noted the SEND Governor’s Report November 2020, which was circulated in advance of the meeting. The following points were raised or highlighted in discussion.The number of children requiring SEN support has increased from 81 in 2019 to 87 in 2020, with support being provided across the school from Reception through to Year 6.There are currently eighteen children with significant needs. Of these, seventeen children have an Educational Health Care Plan (EHCP) in place, and one response is outstanding from the Local Authority (LA). This is a considerable increase on the six plans that were in place in 2019. A further six statutory assessment requests have been made to the LA. One child with an EHCP is awaiting a specialist provision place, and funding has been increased to cover the full provision required. The school has changed its Educational Psychologist provider to Catalyst Psychology. There is an increase in cost due to this, but training for staff is also included as part of the package. Interventions were delivered normally during the first half of the academic year 2019-2020, but in March 2020 the school closed to most children due to COVID-19. It was not possible to deliver interventions during the lockdown period, and due to the current restrictions many interventions are still not running for children. It is hoped that more will be able to resume as the academic year progresses.*Q: On Pg 4 it mentions that some children are entering Nursery or Reception with lower language and attention skills. Is this a big shift and should the school be worried?*Year on year this is becoming more of an issue. It appears to be a national trend, and is caused by a variety of different issues, for example medical issues, as it can be an indicator of autism.(Please change to- for example indication of SEND, lack of stimulation at home, EAL or potential indicators of autism or medical issues.)*Q Where has the information come from indicating it is a national trend?*The LA and a variety of different research material have indicated this.*Q Towards the end of the document the impact of Covid-19 on SEN support is apparent. Is it affecting our ability to deliver on statutory requirements?* We are required to deliver different support according to each individual EHCP, specifically Section F of the plan. The school is meeting the needs of all the children with EHCPs in place. However, for children needing additional support without such plans, staff absence due to illness or the need to self-isolate is having an impact on the extra support we are able to provide. Some long-term staff absences are also impacting on our provision, but this will not continue forever. *Q At a recent Governing Body meeting a change of procedure relating to the long-term sickness of staff was discussed. Is this now in place?*Yes. The new processes will take some time to have an effect, but the systems are good and will help us to resolve any ongoing issues. The school will continue to do what is possible with the resource and money available, prioritising the needs of the children.*Q We have previously discussed the lack of an in-school counsellor. Was the need for this service increased during lockdown?*Outside counseling support was not offered during lockdown, but the school SENCOs continued to work very hard during this period to provide as much additional support as possible to those that needed it.*Q The wording in the Special Education Needs Information Report is very different from that used in the SEND Policy. Should this be addressed and do we need to have two separate documents?* The Information Report is for the parents, and as such it needs to be a user-friendly document. The SEND policy is aimed at staff and it does use more formal language, although this could be reviewed going forward. Given they are for different target audiences, we feel they should continue to be kept as two separate documents. No further issues were raised.*\*\*\*\*\* Kirsty McCrindle, Roisin Carrol and Sarah Hookes left the meeting.* |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |
| --- | --- |
| **8** | **School Improvement Plan** |
| Governors received and noted the School Improvement Plan (SIP) update (November 2020), which was circulated in advance of the meeting. The following points were raised or highlighted in discussion.The SIP contains 5 priorities, shown below, which the school will be working towards over the next few years. Priority 1 Brilliant Teaching & Learning To further improve the quality of teaching, learning and assessment leading to the maintenance and improvement of standards of achievement and attainment throughout the school. Priority 2 Brilliant Leaders To ensure a high quality of leadership and management at all levels throughout the school workforce, and create future leadership development for children & adults.Priority 3 Brilliantly Happy, Healthy & Safety Learners To ensure the social, emotional & physical health, safety and well-being of the children, their families & the staff of the school.(Please change to Safe)Priority 4 Brilliant Together To develop strong partnerships and a sense of community with parents, volunteers, staff, pupils, and our local community and understand our responsibilities as global citizens. Priority 5 Brilliant Learning Environment To ensure that the environment promotes the best learning outcomes and wellbeing of all pupils and staff.With regard to targets, we are currently assessing the children by year groups to see how lockdown and the subsequent disruptions have impacted their learning, matched against the targets set for last year. Given this, we would like to set targets for this academic year in the Spring term, when more data will be available. A mixed picture is being seen, with some children maintaining their progress and others having gaps in learning that need to be addressed. In general the younger children have been more negatively impacted, e.g. in areas such as early reading. There is currently no information available regarding end-of-year GCSE or KS1/2 pupil testing for the current academic year.(Please remove)*Q Is there an obligation to set targets?*In normal times we would set targets at this stage in the year, to encourage continuous improvement. However, given the current situation we feel the targets would be more meaningful if set in Spring.*Q Has the school contacted the LA for guidance on target setting?*Not so far. It is only in the last few weeks that the school has been calmer, and the focus has been able to switch from Covid-19 management back to curriculum delivery. The LA is still busy working with schools dealing with major Covid issues.*Q Could we set a relative target until the March meeting when targets will be looked at again?*Yes, we can set a relative target that we will do better than most schools in Manchester.*Q With regard to subject leadership teams, how to the staff feel about this development?*They like the idea of working as part of a team as they feel more supported, even though they are still responsible for their own subject. As a team they can bounce ideas off each other and review the subject area together, in preparation for Deep Dives. *Q Has the Wellbeing Committee been created?*Yes, and CA has been invited to attend. The Committee will be a mix of all different staff members and be asked to consider what the school can do to support and promote staff wellbeing.No other issues were raised. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |
| --- | --- |
| **9** | **Behaviour & Safety update** |
| Governors received and noted the Behaviour and Safety Update (November 2020), which was circulated in advance of the meeting. The following points were raised or highlighted in discussion.The school was anticipating an unsettled start to the academic year, but instead the school is calm and behavior is better than expected. The Loft Room has not been in use due to the restrictions on mixing, but it has not been missed and fewer red cards have been issued. The use of Golden Time has been stopped as it was felt not to be a productive use of time, and instead Marbles are being used to reward good behaviour, with one marble earning an extra minute of playtime.No further issues were raised. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |
| --- | --- |
| **10** | **Attendance data** |
| Governors received and noted the Attendance data, which was circulated in advance of the meeting. The following points were highlighted in discussion.Attendance is comparable to this time last year, 96.2% as compared to 96.6% in 2019, and is above the local and emerging national picture (90%). Although this seems surprising given the number of children having to self-isolate at home, absence is recorded as an x-code which still shows them as having 100% attendance during the isolation period. In general, sickness levels are slightly down due to social distancing measures. There are six children where attendance is a concern, and the school is in regular communication with all the families involved.*Q Have many children had to isolate?*The impact of Covid-19 has not been too high on the children. It has been more of an issue for the adults, with members of staff having to take time off if their own children are sent home from other schools. *Q Of the 6 children, are any of them PP, LAC or SEN?*None of the children are LAC or have EHCPs. Two children are receiving treatment for cancer, and are being supported as part of a phased return. For another two their absences are linked to anxieties around Covid-19. Of the remaining, one was added to the roll but has never attended, and they are now on roll at another school. The last is a child who returned back 25 days late from their holidays. No further issues were raised. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |
| --- | --- |
| **11** | **Equalities Update** |
| Governors received and noted the Equalities Scheme document, which was circulated in advance of the meeting. The following points were highlighted in discussion.The Equality Scheme 2020 – 2023 has a number of objectives that the school will work towards achieving over the three year period, reporting back each year on progress made to date. A meeting is due to be held next week to discuss this matter further. Governor input in this area would be welcomed.*Q Should this item be brought to the next GB meeting to ask for volunteers?*Yes, although we would want the scheme to be monitored by CC going forward.No further issues were raised. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Equality Scheme added as an agenda item for next GB meeting
 | Clerk |  |

|  |  |
| --- | --- |
| **12** | **Autumn Term 2020 Quality Assurance (QA) Update** |
| Governors received and noted the Autumn Term 2020 Quality Assurance Visit report, which was circulated in advance of the meeting. The following points were highlighted in discussion.The meeting was a useful exercise, using challenging and thought provoking questions in order to encourage a different way of thinking about issues. Overall the report was positive about the school and the good work being done.No issues were raised.  |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |
| --- | --- |
| **13** | **Governing Body Housekeeping** |
| Governor visitsAC visited school to attend the Wellbeing Committee. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |

|  |  |
| --- | --- |
| **14** | **Policy reviews** |
| 14.1 Behaviour PolicyGovernors received and noted the Behaviour Policy, which was circulated in advance of the meeting for scrutiny. No issues were raised, and the Behaviour Policy was approved.14.2 Complaints PolicyGovernors received and noted the Complaints Policy, which was circulated in advance of the meeting for scrutiny. No issues were raised, and the Complaints Policy was approved.14.3 Dealing with Allegations of Abuse against People who work with Children PolicyGovernors received and noted this policy, which was circulated in advance of the meeting for scrutiny. No issues were raised, and the Dealing with Allegations of Abuse against People who work with Children Policy was approved.14.4 NQT PolicyGovernors received and noted the NQT Policy, which was circulated in advance of the meeting for scrutiny. No issues were raised, and the NQT Policy was approved.14.5 EYFS PolicyGovernors received and noted the EYFS Policy, which was circulated in advance of the meeting for scrutiny. No issues were raised, and the EYFS Policy was approved.14.6 Charging PolicyGovernors received and noted the Charging Policy, which was circulated in advance of the meeting for scrutiny. No issues were raised, and the Charging Policy was approved.*Q Are these policies shared with the staff?*Yes, all the papers for meetings are sent out to staff to keep them informed.No other issues were raised. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Behaviour Policy approved
* Complaints Policy approved
* Dealing with Allegations of Abuse against People who work with Children Policy approved
* NQT Policy approved
* EYFS Policy approved
* Charging Policy approved
 | CCCCCCCCCCCC |  |

|  |  |
| --- | --- |
| **15** | **AOB** |
| This was covered in Agenda Item 4 |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  |  |  |  |
| **Date and time of next meeting:** | **Wednesday 3rd March 2021 at 5 p.m.** |