**Curriculum Committee Meeting Minutes**

**School: Cavendish Community Primary School**

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

**Chair: Sarah Hamilton**

**Clerk: Joanne Douglas**

**Date of meeting: 3rd March 2021**

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

**Attendance**

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| **Name** | **Governor type** | **‘End of Term of Office’ date** | **Present (P)/apologies (Ap)/absent (A)** |
| Sarah Hamilton | Co-opted (Chair) | 23/09/24 | P |
| Jo Taylor | HT | N/A | P |
| Kirsty Baird | Parent | 12/01/25 | P |
| Catherine Alnuamaani | Parent | 19/05/24 | P |
| Lorna Cook\*\* | Parent | 01/11/20 | P |
| Mike Tate | Staff | 12/09/24 | P |
| Neil Todd\* | Co-opted | 22/11/22 | P |
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| Helen Boanas | Parent | 21/01/22 | Ap |
| Suzannah Reeves | Co-opted | 01/07/23 | A |

*\* Arrived late – see Item 3*

*\*\* Arrived late – see Item 4*

**Others present**

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| **Name** | **Role** |
| Joanne Douglas | Clerk, One Education |

**Agenda Items**

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| **1** | **Welcome and apologies** | | |
| The Chair welcomed everyone to the meeting. Apologies were received from Helen Boanas after the meeting, as she had not been able to access the Zoom 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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| **6** | **Minutes of the last meeting (18.11.20) and matters arising** | | |
| The minutes of the last meeting were approved as an accurate record, subject to the following amendments, and a copy will be signed for retention on file at the earliest opportunity.  Matters of accuracy  Page 5 (Item 8) – Under Priority 3 of the School Improvement Plan (SIP), this should read happy, healthy and safe learners. Under priority 5 the reference to GCSE is to be removed.  Page 4 (Item 7) – At the previous meeting, it was discussed that it is good practice for the SEND (Special Educational Needs and Disabilities) Policy and local authority offer to be separate on the school’s website, however this is not reflected in the minutes. The minutes will be amended to reflect this and the school’s website will be updated.  Matters arising  Page 7 (Item 11) – The Equality Scheme will be added as an agenda item for the next GB meeting.  *\* Neil Todd joined the meeting.*  No other issues were raised. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Minutes of the last meeting approved, subject to the amendments agreed. * Separate the local authority offer from the SEND Policy and update the school’s website | CC  HT |  |

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| **4** | **School Improvement Plan update** | | |
| Governors received and noted the School Improvement Plan (SIP) update, which was circulated in advance of the meeting. The following points were raised or highlighted in discussion.  When the SIP was reviewed at the previous meeting, the committee discussed whether to include targets in the Spring term. Although engagement levels are good, it is difficult to determine progress levels at this time. The school has therefore made the decision not to set targets this academic year.  *Q: Is the common practice in other schools?*  Yes.  *Q: Will there be any Manchester schools’ targets?*  No as there are no expectations around progress this year.  *Q: There are some parents and students that are not aware that the SATs are not going ahead this year. Should they be informed?*  The Headteacher is writing a letter to parents to provide assurances for the return to school. Confirmation that the SATs will not take place, and only internal assessments will be undertaken, will be included within the letter.  *Q: What effect will this have on transition data?*  This is unknown at this point. Last year (in Trafford) schools carried out broad assessments to give to secondary settings. This may be the same process this year.  *Q: What proportion of Year 6 students have opted to attend Didsbury High School?*  A high proportion of students have opted for Didsbury High and a small number to Parrs Wood and Chorlton High. Confirmed numbers will be available in the summer term. There is a significant amount of work being undertaken around transition.  Considering the current situation, many areas of the SIP have been addressed, which is pleasing to see.  Priority 1 – Brilliant Teaching & Learning  Various meetings have taken place to discuss reading catch up. Catch up plans are forming now and money has been allocated to specific areas, such as additional tuition. The next phase of planning will take place once the children have settled back in school.  The Talk for Writing initiative is currently being explored, together with the trialing of reading and writing initiatives in English.  Priority 2 – Brilliant Leaders  There have not been many opportunities to develop subject leadership, as there has been a focus on the remote learning offer and ensuring that children continue to receive a good English and maths provision. The curriculum diet needs further consideration to determine the focus areas for each year group and to identify priority areas.  The school groups, such as School Council and Rights Respecting School, were operating well prior to lockdown. Some groups have continued virtually.  Priority 3 – Brilliantly Happy, Healthy & Safe Learners  This area of the SIP has become a main priority of the school, with a focus on wellbeing.  Safeguarding training has been completed and wellbeing meetings and training have also been undertaken.  *Q: Is there a plan to replace the current PE lead following his retirement?*  The school will approach sports coaches to deliver PE sessions initially, as Easter time is historically a difficult time to recruit. The needs for September will then be considered, as there may be potential for re-structuring, with middle leaders taking on certain roles. Consideration will be given to how to say goodbye to the PE lead during the Covid restrictions.  Priority 4 – Brilliant Together  Priority will be given on how to work with other groups, such as the community, parents and other schools. This would be a good area for Governor targets to be added in the future, so Governors are involved in strategic development. This could be actions such as visiting school to review subjects.  It was agreed it would be good to have this formalised in the school plan.  An action in the SIP is for the Arts link governor to support Year 6 in art. This action remains outstanding, as there has not been opportunity to do this during the current pandemic. It is hoped this can resume in the summer term.  Linking to community and charity work, it is also hoped that the School Council connection with Didsbury Mosque supporting local elderly & vulnerable people can resume later in the year.  Parental communication has developed well. Further consideration needs to be given to how to carry out parents’ evening virtually, possibly using Zoom. The school did consider using School Cloud for this, however, there were a few issues with the system and therefore, this has been put to one side for the time being. Parents’ evening would have been taking place next week and will be re-arranged once a format is decided.  *\*\* Lorna Cook joined the meeting.*  *Q: With regard to the PSHE (personal, social, health & economic) curriculum, there were a few contentious issues raised by parents last year at a meeting attended by Governors, particularly around sex and relationships. How is the PSHE curriculum being approached, as children have missed significant parts of it?*  The school acknowledges that elements have been missed and the curriculum will be condensed to ensure that the essential elements are taught before the end of the year. Elements missed during the previous year will also be re-visited. The problems arose as RSE (relationships and sex education) changed and became statutory. The school was considering using Jigsaw, however, some parents were not happy with the terminology used, particularly in relation to the younger years. A decision needs to be made whether to use the old resources or the new ones.  *Q: Will high schools be aware of what children have missed?*  Not necessarily, it depends on what is communicated to high schools. This is likely to form part of the transition process.  RSE will be discussed in more detail in Item 9 (policies for review).  Priority 5 – Brilliant Learning Environment  The main focus is around making the building Covid safe.  The contents of the SIP was noted. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **5** | **Attendance data** | | |
| Governors received and noted the Attendance analysis (Spring term), which was circulated in advance of the meeting. The following points were raised or highlighted in discussion.  A breakdown of attendance for each class was presented, including a breakdown of sub-groups, namely key worker children, vulnerable children, pupil premium and children with an EHCP (Education, Health and Care Plan).  Overall, 354 children in Reception to Year 6 have not actually attended school in person at all since the start of the Spring Term.  The number of days for which children in Reception to Year 6 have not attended school due to Covid 19, since the start of the Spring term, totals 11,835.  This figure includes those children who have been attending, but have had to isolate for a period of time due to Covid 19, or who haven’t attended school at all since the start of the term; both non attendance marks are the same (‘x’ code).  EHCP children who were expected to attend school, but who didn’t attend, were marked with a C code (authorised absence). These absences affect the percentage attendance for each class shown.  *Q: Were all pupil premium children offered a place in school?*  No as the criteria was for key worker and vulnerable children only. There were, however, a good proportion of pupil premium children in school.  No other issues were raised. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **6** | **Covid Update** | | |
| Governors received and noted the Assistant Head’s Virtual Learning Walk Remote Learning Provision, the Remote Learning Policy and Parent Feedback on Remote Learning, which were circulated in advance of the meeting. The report forms part of the school’s evaluation and monitoring programme. The following points were highlighted in discussion.  The Headteacher is very proud of what has been achieved during lockdown. The teachers have embraced remote learning; the learning curve was almost vertical, however, teachers have been brave and supported each other throughout the process. There was some anxiety in the beginning but teachers have grown in confidence.  The parental feedback on remote learning is incredibly positive. The feedback shows that the children have been happy with the remote offer, which leads to happy parents.  The remote provision has been more consistent compared to the previous lockdown. Measures were put in place quickly and the levels of engagement have increased. Staff and teachers feel like they are able to continue doing their jobs in comparison to the previous lockdown, as the infrastructure was not in place before, particularly in relation to Google Classrooms. Staff are proud of what they have achieved, as delivering live lessons is not in everyone’s comfort zone.  With regard to the free school meal provision, the School Business Manager has set up a system, which is more user friendly. The school is no longer using the Government system as the Government system does not extend to the school holidays and a different system would have to be used during these times. It made more sense to implement a system that would be consistent throughout.  Staff have been provided with lateral flow testing packs to test themselves at home. The majority of staff are undertaking tests, although this is voluntary and is a personal choice.  Governors recognise that the school and teachers have responded extremely well and they should be proud of what they have delivered and achieved. Governors asked that the Headteacher pass on their thanks to all staff. | | | |
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| **7** | **EEF Pupil Premium Guidance**  **Pupil Premium Strategy & draft Impact Summary for 2020-2021** | | |
| Governors received and noted the EEF (Education Endowment Foundation) Pupil Premium Guidance, Cavendish Community Primary School Disadvantaged Learners Action Plan 2020-2021 and Cavendish Community Primary School Impact Summary 2020-2021 (costed), which were circulated in advance of the meeting. The following points were highlighted in discussion.  The EEF Pupil Premium Guidance explains how pupil premium funding will drive up the levels of disadvantaged children as a whole.  Manchester City Council (MCC) would like to give an Easter holiday pack to children on free school meals, which is to be distributed by the school. The school believes this to be inappropriate and will consider this initiative further, as this could have a negative effect if some children receive this and some do not.  The School Impact Summary 2020-2021, which has been previously shared with Governors, now includes costings to show the areas of spend. Details of catch up funding is also included. The data within the report shows there is a significant gap between pupil premium and non-premium children, although this is better in some years than others. The evidence suggests pupil premium children have been significantly impacted.  The impact report highlights the areas of focus, such as teaching and learning, monitoring progress and attainment, implementing whole class strategies and the use of Teaching Assistants (TAs).  Details of the provision during the January lockdown is included within the report, to ensure disadvantaged and vulnerable pupils, and their families, are not further disadvantaged during lockdown. This included:   * 61 Pupil Premium Pupils attended school during lockdown accessing a full curriculum. * Chrome books lent to 27 pupil premium children (including delivery to these families) * Weekly phone calls to families by teachers in EYFS (Early Years Foundation Stage) with a focus on wellbeing & learning * TAs daily check ins with children not accessing remote learning & encouragement to engage * Lunches provided for those in need before free school meal vouchers could be accessed. * Follow up attendance and welfare support calls regularly from SENDCOs (Special Educational Needs and Disabilities Coordinators), Attendance Lead and Designated Safeguarding Lead   *Q: Is there any evidence nationally that pupil premium funding is making a difference?*  It is difficult to say, as data has not been tracked for a sufficient length of time for comparisons to be made. The national picture of disadvantaged children is not usually published; schools are asked to aspire to close the gap.  *Q: What interventions have taken place for pupil premium children during lockdown?*  Many interventions have taken place for those students in school, such as additional phonics and reading sessions. There have been some remote interventions taking place, with TAs undertaking one to one sessions online. It has been difficult to do this with younger children.  No further issues were raised. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **8** | **Governing Body Housekeeping (if any)** | | |
| No issues were raised. | | | |
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| **9** | **Policies for review** | | |
| Governors received and noted the following policies, which were circulated in advance of the meeting for review.   * Exclusions Policy * RSE Policy * First Aid Policy * Equality Scheme and objectives   Exclusions Policy  The Exclusions Policy is based on an MCC model policy.  *Q: It was mentioned in the last meeting that the school was considering changing the use of internal exclusion / loss of free time room linked to behaviour. What has been decided?*  The school would like to introduce more restorative and reflection practices, however, behaviour at the moment is good. This will be considered further once all children have returned to school.  The Exclusions Policy was approved.  RSE Policy  The policy outlines the RSE curriculum, with emphasis on mental wellbeing, physical health and relationships. Sex education forms a small part of the curriculum.  Currently, Cavendish teach more than the statutory elements in relation to sex education. Anything beyond the statutory elements, parents have a right to withdraw their child. Parents are advised when certain topics are being delivered.  Governors need to consider if Cavendish continues to teach beyond the statutory elements, as this may have repercussions from parents.  In the past the school taught 6 lessons using Healthy Schools and parents were informed and invited to look at the content of the lessons. The issue arose last year following the potential introduction of the Jigsaw scheme for RSE. As there was negative feedback from parents in the introduction meeting, Jigsaw has not been used to deliver the RSE elements of the curriculum. Jigsaw is used as a PSHE tool and Healthy Schools continues to be used for RSE.  As the RSE Policy provides details of what is statutory and how this will be approached, the RSE Policy was approved. However, a discussion will be held at the next full Governing Body meeting regarding whether or not the school will continue to teach beyond the statutory elements.  First Aid Policy  All staff have had some form of first aid training, with some staff undertaking pediatric first aid. The school is more than compliant.  *Q: Was the training completed online?*  The training was in two parts: one part required completion of online units (6 hours), and one part was a practical session, which was face to face.  The First Aid Policy was approved.  Equality Scheme and objectives  The objectives part of the Equality Scheme has previously been reviewed by Governors. With regard to the action plan that sits behind the scheme, the school has 3 years to move towards the aims and objectives around eliminating discrimination and advancing equality and opportunity.  When the children return to school, there will be a focus on kindness and how equality is monitored and promoted throughout the school.  The Headteacher suggested it would be nice to have a Governor on the Equalities Team. It was agreed this would be deferred until two new Parent Governors have been recruited. During the recruitment process, consideration needs to be given to diversity, to ensure that the Governing Body represents the whole school community.  The Clerk will provide details of parent governor recruitment to the Headteacher for information. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Exclusions Policy approved * RSE Policy approved * SRE statutory curriculum to be an agenda item at the next full Governing Body meeting * First Aid Policy approved * Equality Scheme and objectives noted * Provide Headteacher with parent governor recruitment information | CC  CC  Clerk  CC  CC  Clerk |  |

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| **10** | **Any other business** | | |
| Curriculum Committee  No other business was raised for discussion  Additional Governors meeting  A meeting of all Governors took place. The following Governors joined the meeting at this point to receive an update on the re-opening of school on the 8th March 2021.   * Oliver Gibson * David Griffiths * Helen Boanas * Suzannah Reeves * Laurence Moules * Vino Bromfield   The Headteacher provided a verbal update in respect of the plans for the re-opening.  The risk assessments have been circulated to Governors for information.  During the Curriculum meeting, it was highlighted that not all parents are aware that SATs have been cancelled this year and this will be communicated to parents in a letter, which will include plans for a recovery curriculum and arrangements for returning to school.  With regard to the plans for re-opening the school, there are no new measures within the Government guidance for primary schools in respect of keeping children safe and therefore, there are no changes to the processes and procedures already in place prior to lockdown. The school is confident that the measures previously implemented are robust.  With regard to keeping adults safe, new measures have been introduced such as adults wearing masks in all areas of the school, TAs have been provided with screens so they can continue with small group and one to one sessions and lateral flow tests for staff are being self-administered at home twice a week, although this is voluntary. Additional staff spaces have been provided and signage stating the maximum capacity of rooms has been introduced.  *Q: How many more staff will be in than you have become used to?*  The school has been fully staffed the whole time. All have been working and teaching as usual. Teachers have taken PPA / management time at home. There are very few staff shielding because they are extremely clinically vulnerable. For this group, individual risk assessments have been undertaken, to determine if they are able to work in slightly different ways.  *Q: Are there any issues with staff absence?*  Not at the moment. This was an issue during the first lockdown, however, there was capacity to absorb this by having fewer children in school and larger remote lessons. This may become an issue once all children return and further absence would have an impact.  In the guidance, restrictions in relation to PE sessions and music lessons have relaxed. Children can now sing in groups of 15, for example.  *Q: Generally, do staff feel comfortable with returning?*  Staff are generally more confident. A small number are still slightly anxious, but less than after the first lockdown. A small number of staff have been vaccinated and vulnerable members of the community have been vaccinated, which has reduced anxiety. Staff are looking forward to having the children back in school. Lessons have been learnt from the previous lockdown, which has provided a certain level of foresight. The Headteacher has consulted with staff as much as possible; staff have been given the opportunity to be more involved and have had more time to prepare, which has helped.  *Q: What additional information will be communicated to parents?*  Parents will be reminded of the full window available to drop off their children. There were issues after the last lockdown, because as they were all so keen to return, they all arrived at the same time. Parents will be asked to wear masks on the school site, however this cannot be enforced.  *Q: With regard to the wrap around care, is this full or are there limitations?*  The wrap around care provision is available from Monday, however, the Headteacher is not sure how many are booked in. The School Business Manager will resume the review of its viability once numbers are determined.  The Governors thanked the Headteacher and all staff for their incredible hard work this term, as the children have continued to receive an excellent provision.  The Chair of the Governing Board thanked all Governors for attending the ad hoc meeting to receive the Headteacher’s update. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **Date and time of next meeting:** | **Wednesday 26th May 2021 at 5pm** |