**Curriculum Committee Meeting Minutes**

**School: Cavendish Community Primary School**

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

**Chair: Sarah Hamilton**

**Clerk: Joanne Douglas**

**Date of meeting: 10th November 2021**

**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)** |
| Sarah Hamilton | Co-opted | 23/09/24 | P |
| Jo Taylor | HT | N/A | P |
| Kirsty Baird | Co-opted | 12/01/25 | P |
| Catherine Alnuamaani | Co-opted | 19/05/24 | P |
| Lorna Cook | Co-opted | 21/09/25 | P |
| Laurence Moule | Staff | 12/09/24 | P |
| David Griffiths  | Associate (DHT) | 21/03/22 | P |

**Others present**

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

**Agenda Items**

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| **1** | **Welcome and apologies** |
| All were welcomed to the meeting. There were no apologies.It was noted that Mike Tate has stepped down as Staff Governor. |
|  | **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** | **Committee Chair Election** |
| It was agreed that the Committee Chair will be elected at the end of the meeting under any other business. The previous Chair, Sarah Hamilton, agreed to chair this meeting. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **4** | **Minutes of the last meeting (26.5.21) and matters arising** |
| The minutes of the last meeting were approved as an accurate record, subject to the following amendment. A copy will be signed for retention on file at the earliest opportunity.Matters of accuracyThe minutes will be amended to show that Kirsty Baird, Catherine Alnuamaani and Lorna Cook are Co-opted Governors.Matters arisingPage 8 (Item 9) – It was confirmed that the Chair of Governors has written to the Assistant Headteacher who stepped down to thank them on behalf of the Governors. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Minutes of the last meeting approved
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| **5** | **Analysis of 2020-21 assessment data (at summer 2021), including disadvantaged students** |
| The End of Year Assessment Summary report was circulated in advance of the meeting for review. The following points were highlighted in discussion.The following data was noted:

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| Year Group | Reading | Writing | Maths |
| Nursery | Non-Free School Meal | 62% (R&W) |  | 65% |
| Free School Meal | 47% (R&W |  | 41% |
| Reception | Non-Pupil Premium | 71% | 62% | 79% (Number)84% (Shape and space) |
| Pupil Premium | 35% | 31% | 58% |

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| Year Group | Reading | Writing  | Maths |
| Year 1 | Non-Pupil Premium | 68% | 68% | 68% |
| Pupil Premium | 45% | 45% | 40% |
| Year 2 | Non-Pupil Premium | 61% | 56% | 70% |
| Pupil Premium | 43% | 47% | 60% |
| Year 3 | Non-Pupil Premium | 63% | 57% | 63% |
| Pupil Premium | 39% | 36% | 39% |
| Year 4 | Non-Pupil Premium | 79% | 59% | 78% |
| Pupil Premium | 67% | 30% | 37% |
| Year 5 | Non-Pupil Premium | 88% | 64% | 84% |
| Pupil Premium | 85% | 46% | 73% |
| Year 6 | Non-Pupil Premium | 74% | 72% | 73% |
| Pupil Premium | 63% | 63% | 47% |

The percentages above relate to the number of children in the year achieving the expected standard or above (exp+).The data provided clearly shows that COVID has had an impact on all children, especially the disadvantaged. This picture is seen across other primary schools. Some year groups have been impacted more than others. Strategies to enable the children to make accelerated progress have been implemented, although being able to come into school is a strong strategy in itself. It may be unnecessary to change any reading and writing strategies, as last year was not a true year and therefore, the impact of these strategies is unclear.The data highlights the importance of coming into school and that consistent attendance is key. Useful strategies could not be accessed during lockdown and sometimes, it is the little strategies that have a big impact.Writing was impacted on the most during lockdown, as this area had less support from parents. It is difficult to benchmark against other schools.*Q: Can this be benchmarked against local schools?*The data is not being collated as the Local Authority has not requested the information. Local schools could be approached but not many will be forthcoming with sharing data. The data is based on teacher assessment so this will fluctuate, as there are many assessment variations.*Q: Has the data been shared with staff?*Not yet but this is the plan. Staff will be aware of their own class data and are already aware of the need to catch up.*Q: If there was a visit from Ofsted, would they expect staff to know the whole school data?*Ofsted do not ask for internal data, although staff will know the whole school priorities and the data relating to their class.*Q: How long is it anticipated it will take to catch up?*It is difficult to know. Children are resilient and can make accelerated progress. There is confidence that a large percentage will catch up following a full year in school. The guidance is that schools should make all efforts to catch up without narrowing the curriculum, which is challenging.*Q: What parental involvement is planned?*Normally a variety of parental workshops take place. A parental reading meeting in Nursery and Reception has already taken place and other workshops will resume, such as Key Stage 1 parent reading.The move to a synthetic phonics scheme is underway. Following the recent quality assurance visit, this was identified as a priority (see Item 11). The QA Advisor strongly advised that this needs to be introduced as soon as possible.*Q: Are staff happy with the move to a synthetic phonics scheme?*Some staff are not convinced, however, the school must follow the external advisor’s advice.The school is currently considering a number of models, such as Read Write Inc. and Little Wandle, which are accredited models. A prompt decision needs to be made as to which programme to use.*Q: Is there evidence that synthetic phonics works?*Yes. *Q: Including SEN children?*Not all SEN children but the evidence shows that it can significantly close the disadvantaged gap.*Q: When will this be implemented?*Hopefully in January. Initially, this needs to be sourced and the appropriate staff training provided.*Q: How are Pupil Premium children identified as needing additional tuition?*The teachers identify children who need extra tuition, which can be any child that is falling behind in learning. The Pupil Premium funding is being used to provide a teacher of Phonics in Year 2, who is working with disadvantaged children. In Years 5 & 6 all Pupil Premium children have been reviewed and those most in need have been targeted. The school is trying to undertake additional tuition sessions after school as much as possible.*Q: There is a dip in Maths between Year 2 Pupil Premium (60%) and Year 3 Pupil Premium (39%). Why is this?*Year 3 is the beginning of a key stage and a dip in progress is often seen at this stage. The Maths Lead is aware of this and has identified this as an area of focus. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **6** | **Attendance Data** |
| The Attendance Summary Report and Pupil Groups Attendance Report were circulated in advance of the meeting for information. The following points were highlighted in discussion.The reports have been produced using the new attendance tracking system. Attendance year to date is 93.9%, which is slightly above the national average of 93%. Over the autumn term, attendance has varied between a low of 92.9% and a high of 96.8%.*Q: Does this include COVID related absences?*Yes. There have been COVID absences and there are the usual seasonal colds.In respect of groups, free school meal (FSM) students have lower attendance than non-FSM students, which is in line with national data. The FSM group has the most vulnerable children, including those linked with social services*Q: The Education, Health & Care Plan (EHCP) group is low at 90%. Is it known why?*Yes. One child is currently not in education, as they are waiting for a place at a special school. This has therefore skewed the data. It was agreed that Cavendish was not the right place for them and there are currently no places in special provision.*Q: Is the school currently providing work for that child?*The school is providing a mentor and resources for working from home.The HT plans to share the attendance data with teachers for their class for tracking purposes. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **7** | **2020-21 Pupil Premium Impact Summary / 2021-2022 Pupil Premium Strategy** |
| The 2020-21 Pupil Premium Impact Summary and 2021/2022 Pupil Premium Strategy was circulated in advance of the meeting for information.The Pupil Premium funding for 2020-2021 was £238,751. The catch-up funding up to March 2021 is £28,047 and this, together will top up funding from the school budget, provided a total available spend of £278,900.70 on Pupil Premium.How this money was spent is included within the report. The school tried very hard to ensure that Pupil Premium and disadvantaged children were as unaffected as possible during lockdown; however, it is difficult to measure the impact of the lockdown, as there were many different variations of home learning and environmental differences.The following areas are highlighted within the report:* READING – the gap is biggest in Reception, Year 1 and Year 3. The school has had more impact in narrowing the gap in Years 4, 5 & 6. There is clearly work to be done in Early Years reading, especially for disadvantaged children.
* WRITING – the gap is biggest in Reception, Year 1, Year 3 and Year 4. For all children, writing results are lower than expected. It is clear to see the impact of the lockdowns in this area of learning.
* MATHS – the gap is biggest in Nursery, Reception, Year 1, Year 3, Year 4 and Year 6. There is a need for a clear plan to support these children in the autumn term to address the gaps.

The Headteacher believes that excellent teaching will impact on the progress of disadvantaged children. The Pupil Premium funds will focus on providing this and there is confidence the impact will be evident. Brilliant teaching makes a difference.*Q: Would it be useful to analyse other compositional differences, such as gender and term of birth?*Yes, this can be considered.*Q: In terms of benchmarking, is any information available to compare to other schools and previous year groups?*The last validated data was in 2018. Next year there should be validated data for benchmarking purposes. The Staff Governor agreed to check if any data was available through Fischer Family Trust. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| A | * Check whether benchmarking data is available through the Fischer Family Trust.
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| **8** | **2021-2022 PE & Sports Grant Statement** |
| The 2021-22 PE & Sports Premium Grant funding statement was circulated in advance of the meeting for review. The aim of the funding is to increase participation in sport and physical activity, promote healthy lifestyle choices and to help raise academic achievement.For the academic year of 2021-2022, the school has a Sports Premium Fund of £21,111. There are funds left over from the previous year’s grant, the school’s PE budget and playground budget and therefore, a total of £28,149 is available this year.The school has already spent £7,000 on Little Sports Coaching to provide cover following the previous PE Lead’s retirement, leaving a budget of £20,668 to be spent by March 2022.A detailed plan of how the school plans to spend the money is included within the report. The plans are suggestions from the new PE Lead, which are new and exciting ideas.No issues were raised and the 2021-22 PE & Sports Grant Statement was approved. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| D | * 2021-22 PE & Sports Grant Statement approved
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| **9** | **Relationships & Health Education (RHE) Curriculum** |
| The HT undertook a deep dive into the RHE curriculum with the school’s Quality Assurance Professional (QAP). The national picture is that primary schools must teach RHE and secondary schools must teach Sex and Relationships Education (SRE). As a result, and as the school has agreed not to teach sex education beyond the requirement of the Personal, Social, Health and Economic (PSHE) and Science curriculum, the name of the school’s SRE policy has been amended to reflect this.The school’s PSHE curriculum covers puberty, menstruation, body changes and the Science curriculum covers human reproduction.A review of the Jigsaw content was undertaken, and the QAP is content that the school is not teaching sex education and that relationships education is threaded throughout the Jigsaw scheme used.It is likely that some parents will still have a different point of view; however, parents cannot withdraw from any part of the PSHE and Science curriculum. Discussions will be held with parents should they arise.*Q: Does the school have to notify parents when certain topics are being taught?*No, although this will probably be done. It is in the policy that parents do not have the right to withdraw. Any concerns will be considered on a case by case basis.  |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **10** | **Special Educational Needs and Disability (SEND) Information Report** |
| The SEND link Governor, Kirsty Baird, will liaise with the school’s SEN Coordinator (SENCO) regarding the report, as there are a few minor changes required. This will be brought back for review at the next meeting. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| A | * Present the SEND Information Report at the next Curriculum & Wellbeing Committee meeting
 | HT | Mar 22 |

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| **11** | **Quality Assurance (QA) Autumn Visit Report** |
| The autumn term QA report, which is undertaken by the school’s QAP, was circulated in advance of the meeting for information. The following points were highlighted in discussion.The Headteacher commented on how the meeting with the QAP was challenging, as he had very strong views and a clear vision of the school’s direction. Time constraints made some of the actions unachievable and overwhelming. Therefore, the HT negotiated areas to move forward on. The three key priorities identified during the visit are:Priority 1 – secure a suitable Phonics programme and ensure consistency of approach to early readingPriority2 – following the appointment of a new Early Years leader, ‘capture’ how the Early Years curriculum is organised and ensure Early Years and subject leaders agree how the Early Years curriculum dovetails with the national curriculum studies at Year 1.Priority 3 – develop subject leadership starting with a core of identified subjects.The spring term QA visit will focus on subject leadership and the following activities will be undertaken:* Leadership development – discussions with leaders to determine if leaders understand their role
* Reviewing overviews for identified subjects
* Book scrutiny looking for subject integrity
* Reviewing guidance/planning for progression and sequencing

The full contents of the report was noted. |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **12** | **Policy Reviews** |
| The policies for review were circulated in advance of the meeting for information and the following decisions were made.Relationship & Health Education PolicyAs discussed previously, the name of the policy has changed. No issues were raised and the Curriculum & Wellbeing Committee approved the Relationship & Health Education Policy.Staff Code of ConductThere have been no changes. No issues were raised and the Curriculum & Wellbeing Committee approved the Staff Code of Conduct.Educational Visits PolicyThere have been no changes. No issues were raised and the Curriculum & Wellbeing Committee approved the Educational Visits Policy.Anti-Bullying PolicyThe definitions of bullying are included within the policy, together with anti-bullying strategies (appendix 1). The school is resuming the playground buddies system. No issues were raised and the Curriculum & Wellbeing Committee approved the Anti-Bullying Policy |
|  | **Actions or decisions** | **Owner** | **Timescale** |
| DDDD | * Relationship & Health Education Policy approved
* Staff Code of Conduct approved
* Educational Visits Policy approved
* Anti-Bullying Policy approved
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| **13** | **Any other business** |
| Committee Chair ElectionThe committee noted that Sarah Hamilton is resigning from the Governing Board. She will confirm this with the Chair of the Governing Body in writing.Lorna Cook was nominated (unopposed) and elected as Chair of the Curriculum & Wellbeing Committee for a period of one year.Subject LeadershipIt was noted that the following Governors will be linked to specific subjects as follows:* Maths – Lorna Cook
* English & Language – Oliver Gibson
* Arts – Helen Boanas
* Science & Technology – Catherine Alnuamaani
* Humanities – Neil Todd
* Health & Wellbeing – Kirsty Baird
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|  | **Actions or decisions** | **Owner** | **Timescale** |
| D | * Lorna Cook appointed as Chair of the Curriculum & Wellbeing Committee
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| **Date and time of next meeting:** | Wednesday 2nd March 2022 at 5.30pm |