

Curriculum Committee Meeting Minutes

School: Cavendish Community Primary School

Quorum: 3 (met at this meeting)

Chair: Lorna Cook

Clerk: Joanne Douglas

Date of meeting: 18 May 2022

Venue: Cavendish Community Primary School

Attendance

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
Duncan Wilson	Parent	09/12/25	P
Dr Tim Whitworth	Parent	09/12/25	P
Sami Khan	Parent	09/12/25	Ap
Sarah Kilty	Parent	09/12/25	Ap

Others present

Name	Role
Joanne Douglas	Clerk, One Education

Agenda Items

1	Welcome and apologies		
All were welcomed to the meeting and introductions were made. Apologies were received and accepted from Sami Khan and Sarah Kilty.			
	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	Minutes of the last meeting (2.3.22) 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 5 (Item 4) – Consideration has been given to the presentation of the data. The Chair and LM have yet to meet and this will be arranged.

Page 6 (Item 6) – 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 8 (Item 8) – Link Governors will be added to the agenda of the next Governing Body (GB) meeting for discussion.

Page 8 (Item 8) – The School Development Plan will be discussed under Item 7 of the agenda.

Page 9 (Item 9) – Governors present have read Parts 1 & 2 of Keeping Children Safe In Education (KCSIE) and completed the safeguarding training via the link provided. This will be added to the GB agenda as a reminder to all Governors.

Page 10 (Item 10) – An update on the accessibility issues will be provided at this meeting.

Page 10 (Item 10) – A review of the Equality Objectives will be deferred until the first Autumn term meeting of the committee.

	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Minutes of the last meeting approved 	C&W Cttee	
A	<ul style="list-style-type: none"> Provide school with a pen profile and photo 	Governors	
A	<ul style="list-style-type: none"> Add Link Governors to the GB agenda for discussion 	Clerk	
A	<ul style="list-style-type: none"> Reminder regarding the KCSIE and safeguarding training to be added to the GB 	Clerk	
A	<ul style="list-style-type: none"> Review Equality Objectives deferred until Autumn term meeting 	Clerk	

4 **Governors’ Afternoon – Curriculum updates**

A number of Governors attended the Governors’ afternoon, which took place prior to this meeting. Governors were assigned to the six areas of learning. Verbal feedback was provided as follows:

Arts & Music

The HT spoke with the music lead and reviewed the music scheme and progress from Early Years Foundation Stage (EYFS) to Year 6. The curriculum is very strong, although the skill set/academia is not as strong. To support this, the school has invested in Music Express and this will be shared with the music peripatetic teachers. The music lead has done a good job.

Q: Is Mr Lee delivering all music lessons?

In EYFS and KS1 this is delivered by class teachers. Mr Lee delivers to Years 4, 5 and 6 and

each class has a term of learning the guitar or ukulele.

Q: Has any thought been given to instructing more peripatetic teachers to teach different instruments?

This could be considered, however take up, the cost of equipment and storage would be a factor. The school already has a supply of guitars and ukuleles. One Music (through One Education) could provide instruments if required, but the delivery of the core curriculum needs to be embedded before considering other instruments/enrichment.

The school has introduced the 'thought for the day' and a music piece is linked to this as part of collective worship. Singing is included in assemblies as part of enrichment.

In respect of Art, the quality of art is high but there is no strategy behind the curriculum. The art lead would like to consider different resources to show how skills progress in areas such as drawing, painting and sculpture. Art will be a school focus next year.

Humanities

The Governor met with the humanities lead to gain a sense of the department.

History was previously taught as a stand-alone topic but this is now 3 subjects (humanities). The balance between knowledge and skills in history is good and how chronology is being taught is impressive. Teachers having to be 'experts' was an issue but time has been given to develop plans and resources.

In RE, this is comprehensive across the school and there is a good package in place to map progression. Essential facts are correct in respect of religion. There is a chance that RE (and History) can be core to the school's mission statement in educating people on diversity and tolerance in humanities subjects. There is a sense with RE that the subject can build and maintain relationships with community leaders, such as synagogues and mosques in the locality. There is an aim to map out trips and visits more and teach History and RE through primary resources.

Geography is in its infancy. A visit has been made to Beaver Road School to look at their Geography curriculum. When asked what does success look like in respect of Geography, the response was that there is a strong curriculum scheme and field work trips are up and running.

It did come across how much the subject leads care about the subjects.

DT/Science/Computing

The Governor commented that she visited in the autumn term and it is noticeable that the staff mindset has changed since then. Staff are becoming more enthusiastic as the work is progressing. Staff are thankful for being given time out of lessons to plan, which has been very beneficial and allowed them to progress.

Previously, computing was not being taught consistently due to lack of staff knowledge. Confidence has improved with 100% of teachers now teaching the subject. There is coverage of all 3 key strands of computer science, digital technology and information technology. Some staff still think their knowledge is poor and need improving. Children are now using the correct vocabulary. The subject is now at the stage to develop a plan.

The DT department has done extremely well. The vision is to have drop out days (3 per year) to focus on textiles, food technology and engineering & design. The next steps are to determine

how to evidence progression and a book for each child from Year 1 to Year 6 is being considered. Progression and continuity of skills needs further development. The subject is now at the stage to develop a scheme of works. There is no statutory requirement to teach computer science to EYFS children.

Science has been a focus for some time and is therefore well developed. The Science lead has spent time with all Head of Key Stages to map out the curriculum. A number of misconceptions have already been identified. Medium term planning is in place and big questions have been identified. Progression planning has begun. The science curriculum is an excellent model for other departments to draw from. The teacher is experienced and has spent a few years developing the scheme.

It is clear that the school has improved the technical hardware in the school, which has helped with the delivery of all subjects.

Personal, Social, Health and Economic (PSHE) and PE

The school is following the Jigsaw programme, which is quite prescriptive. A staff and pupil survey has been undertaken and following feedback, a notice board is now situated in the dining hall.

There is a focus on healthy eating and this is highlighted in assemblies, newsletters and on Class Dojo. There is good liaison with lunchtime organisers, which is beneficial. Although feeding back issues to teachers needs improvement. The playground needs development and from speaking with staff, they would like the friendship bench and time out shed to be reintroduced.

EYFS are adapting Jigsaw elements for the pupils as there is no specific curriculum. Consideration is being given as to whether this needs to be different in EYFS.

Overall, Jigsaw is working well and covers all the statutory requirements.

The PE lead is doing an excellent job. A scheme of work has been introduced, which includes enrichment activities. The school has a good supply of playground equipment/resources and playground lines are in progress. The PE lead would like to introduce playground leaders. The curriculum is flexible, with 50% of the curriculum delivered by teachers and 50% delivered by coaches. Progression is mapped out and very clear.

Maths

The maths curriculum is strong and progressing well. The long term plan is on the school's website and around 75% of the medium term planning is complete. Lesson plans are in place, although there are small inconsistencies in staff planning. Consideration is being given to introducing a scheme but this could undo all the work already done and could limit the ability to link maths into other subjects. Maths 'tool kits' have been built and the children are using these well.

A summary of the Assessment Policy and Feedback Policy was provided by the staff Governor, which was very useful. It was good to see the ways of providing feedback and how this is applied to different types of work.

Consistency of feedback will be discussed in year groups during the next INSET day.

It was agreed that the staff Governor will present the summary at the next committee meeting.

English

In respect of English as an Additional Language (EAL), feedback was provided by the lead, with a focus on the admissions process. Next year the aim is to focus on diversity and how the environment can support EAL pupils.

There is a Specific Learning Teacher providing support in English, including providing regular 'tip sheets' for teachers.

Spanish has been introduced into the curriculum and has been rolled out successfully. A mini deep dive has been undertaken and this will be presented at the next committee meeting. As Spanish is in its first year, progression cannot yet be seen.

The English lead had wanted to focus on writing this year but the school was directed to focus on introducing a new Phonics programme. Writing will be a focus for next year, now that the Phonic programme has been rolled out.

	Actions or decisions	Owner	Timescale
A	<ul style="list-style-type: none"> Present a summary of the Assessment Policy and Feedback Policy 	LM	
A	<ul style="list-style-type: none"> Present findings of the Spanish mini deep dive at the next meeting 	HT/English Lead?	

5 Quality of Education

Quality of education has been discussed as part of Item 4 above. It is recognised that in order for the school to gain a 'good' judgement by Ofsted in terms of the curriculum, more subjects need to reach the same level of the science department. Plans are in place without increasing the workload too much for staff.

All subjects are in a much better position compared to last year and next steps are in place.

	Actions or decisions	Owner	Timescale

6 2021-22 pupil SPRING progress data and assessment including disadvantaged pupils

The Pupil Performance Data for Spring 2022 was circulated in advance of the meeting for information. The following points were highlighted in discussion.

Arrows have been introduced to the data to provide a visual for changes in the data. In addition, data highlighted green shows a significant increase and data highlighted red shows a significant decrease since the last report.

Q: What is classed as significant?

Significant equates to over 5 pupils. The percentages are more significant for smaller groups and having the number of pupils within the report is useful.

Q: Thank you for introducing the changes, it is easier to understand. Did it create a lot of work?

No. It was a useful exercise and will give content to future years.

The main areas to note are:

- Many fluctuations are very minor (1 or 2%) and are due to changes in the cohort from autumn to spring due to pupils departing and arriving. These small differences do not represent a real change in attainment
- Reading has seen the most significant change in results. Notable improvements are visible in Year 1, 2, 4 and the greater depth children in Year 3. This is very encouraging as reading is so vital in underpinning all other learning
- Effects of the pandemic are still felt. It has been harder than ever to make confident judgements; teachers might be covering content from a previous year group in order to plug gaps. For example, attainment in Year 6 can look a little negative, but each decrease is a very small amount of children and is also indicative of teachers having to adjust their expectations compared to a regular year
- There were no significant creases in any year groups

Overall, the data is broadly positive and reflects the good work being done within the classrooms. In the summer, the school will have a truer reflection of each cohort's performance this year. Teachers will be able to make judgements against the end of year expectations, which is a much easier task than making judgements midway through the year.

Q: Will the SATs results link to the assessment data?

Yes for Year 2 and Year 6.

Q: When will the SATs results be received by the school?

Individual student results (unvalidated) are usually received around the 5th July. The validated data will be presented in the autumn term.

	Actions or decisions	Owner	Timescale

7 School Improvement Plan update

The School Improvement Plan was circulated in advance of the meeting for information.

The plan was discussed with Governors as part of the Governors' afternoon and is linked to the QA Report (see Item 8).

No issues were raised for discussion.

	Actions or decisions	Owner	Timescale

8 Spring Term Quality Assurance (QA) Report

The Spring Term QA Report was circulated in advance of the meeting for information. The following points were raised in discussion.

The QA professional, Adrian Guy, agrees with the school's current judgement of good for personal development. The school will undertake a self-evaluation towards the end of the summer term and this will be presented to the Governing Body in the autumn term.

Generally, PSHE and RE are strong. A daily act of collective worship is now a requirement

and the school is working on ensuring this extends beyond the 3 assemblies per week. The school needs to define what 'spirituality' means at Cavendish; the school needs to be confident that the children will know what happens in assemblies and that they can identify 'spiritual' aspects of collective worship and how these link to the school's core values.

	Actions or decisions	Owner	Timescale
A	<ul style="list-style-type: none"> Complete a self-evaluation form and present to the GB meeting in the autumn term 	HT	

9 Policies for Review

The following policy was circulated in advance of the meeting for review and approval.

Food & Drink Policy

Following discussion, it was agreed that the reference to 'junk food' in the introduction will change to 'unhealthy eating'.

The Food & Drink Policy was approved.

The catering contract is going out to tender and the School Business Manager (SBM) will provide further information at the Resources Committee meeting in June.

Q: Does the school still operate a breakfast club?

Yes but this is for booked sessions only.

Q: Does the school intend to reinstate the drop in sessions?

This has staffing, safeguarding and cost implications and therefore, a review would be required before reinstatement could be considered. The current provision feels very safe. The HT will raise this with the SBM.

Q: There are inconsistencies in the monitoring of packed lunches and there is confusion amongst parents regarding what is allowed in a packed lunch. Can this be clarified?

The HT will speak to lunchtime organisers to ensure they are clear on what is allowed in a packed lunch. Clarification will be provided to parents.

Protection of Equality Information and Objectives

The Protection of Equality Information and Objectives has been drafted but has not yet been reviewed and finalised. Once this is finalised, it will be presented to the committee.

	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Food & Drink Policy approved subject to agreed amendment 	C&W Cttee	
A	<ul style="list-style-type: none"> Present the Protection of Equality Information and Objectives once finalised 	HT	
A	<ul style="list-style-type: none"> Liaise with SBM regarding breakfast club drop in sessions 	HT	
A	<ul style="list-style-type: none"> Clarify contents of packed lunches with parents and lunchtime organisers 	HT	

--	--	--	--

11	Any other business		
<p><u>Confidential Item</u> <i>There was a discussion of a confidential nature. This is recorded in a confidential appendix and is not for release into the public domain.</i></p> <p>No other items were raised for discussion.</p>			
	Actions or decisions	Owner	Timescale

Date and time of next meeting:	To be confirmed
---------------------------------------	-----------------