**Curriculum Committee Meeting Minutes**

**School: Cavendish Community Primary School**

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

**Chair: Sarah Hamilton**

**Clerk: Joanne Douglas**

**Date of meeting: 26th May 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 |
| Helen Boanas | Parent | 21/01/22 | P |
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| Suzannah Reeves | Co-opted | 01/07/23 | Ap |

*\* Left the meeting early – see Item 8*

**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 and accepted from Suzannah Reeves. | | | |
|  | **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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| **6** | **Minutes of the last meeting (3.3.21) 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 2 (Item 3) – The Special Educational Needs and Disability (SEND) Policy and the Local Authority (LA) offer has been separated and updated on the school’s website.  Page 8 (Item 9) – The Relationships and Sex Education (SRE) curriculum was discussed at the Governing Body meeting in April 2021.  Page 8 (Item 9) – The Clerk provided the Headteacher with parent election information as requested. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Minutes of the last meeting approved | Curriculum Cttee. |  |

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| **4** | **COVID Risk Assessment update** | | |
| The Cavendish Covid-19 Update report was circulated in advance of the meeting for information. The HT provided a verbal summary and the following points were highlighted in discussion.  The school risk assessment has not changed since last circulated. The school is beginning to open up more widely, such as opening the library and resuming clubs. A few year groups are now having lunch in the hall.  Staff have recently been consulted regarding further easing of restrictions, with the view of implementing these after the Whit break. This will include year group playtimes and lunchtimes, full re-opening of the dining hall, year group assemblies and socially distanced staff meetings in person. Some trips are planned for later in the summer term.  The school will continue with PE kits on PE days until the end of the year, as well as staggered starts and different entrances until the end of the year, and possibly beyond. In September, there will be a need for PE kit rules to be re-addressed.  Parents’ evening was held via Zoom, which was successful, although there were some unforeseen technical issues. Following the event, a feedback survey was sent out to parents and the current feedback is that 60% of parents prefer to attend in person and 40% prefer Zoom. The Senior Leadership Team (SLT) will discuss options for future events, which may be a mix of in person and remote.  The governors took time to reflect on the format of the recent parents’ evening event. There are positives and negatives for both face to face and remote formats. The Headteacher agreed to take their views into consideration when determining future arrangements.  Cases of Covid-19 in Didsbury continue to be low in comparison to earlier in the pandemic; however, there have been cases in school in recent weeks, which has resulted in the isolation of two class bubbles.  There is new Manchester guidance which includes ‘no go’ areas in the city and there are slight changes regarding the communication with parents when a child is sent home. From now on if a child is sent home to isolate, the guidance is that school should advise parents to take their child for a Polymerase Chain Reaction (PCR) test. Regardless of the result, the child must isolate at home for 10 days. This is difficult to communicate and enforce, as it is guidance only.  *Q: Would it be useful to include the guidance on the Covid section on the school’s website?*  Yes, it could be uploaded to this section of the website.  It was hoped that future staff meetings could take place in person; however, as there has been another wave in school, staff anxiety levels are fluctuating. Therefore, the two staff meetings before half term will take place via Zoom.  Moving forward, and if the restrictions are lifted on the 21st June, if there are only one or two members of staff anxious about meeting in person, adaptations will be made for those individuals, rather than meetings taking place in the format the most anxious are comfortable with.  There are many events planned for the summer term, such as a school disco on the field for Year 6 and Sports Day.  There is a need for constant consideration on how to continue to do events but in a different format. | | | |
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| **5** | **2020-21 pupil progress data and assessment, including disadvantaged pupils** | | |
| Governors received and noted the following:   * Maths, Reading and Writing Key Stage 1 (KS1) Spring 20/21 Judgements * Maths, Reading and Writing KS1 Spring 20/21 Judgements Non-Pupil Premium * Maths, Reading and Writing KS1 Spring 20/21 Judgements Pupil Premium * Maths, Reading and Writing KS2 Spring 20/21 Judgements * Maths, Reading and Writing KS2 Spring 20/21 Judgements Non-Pupil Premium * Maths, Reading and Writing KS2 Spring 20/21 Judgements Pupil Premium   The data is based on the assessments undertaken when the children returned to school in March. The data highlights the significant impact of absence from school during Covid; however, plans are in place to support catch up and considerable progress is expected from now until the end of the year.  The Fischer Family Trust (FFT) system is a little arbitrary and provides a snapshot of where the children ought to be in a normal year.  In KS1 writing, 60% of Year 1 children and 52% of Year 2 children achieved the expected standard. In a normal year, this would be in the region of 85%. The Pupil Premium children are significantly below the expected standard. For example 60% of Year 1 children are achieving the expected standard in reading compared with only 35% of Pupil Premium children. This is a national picture.  Those children that attended school during lockdown have maintained progress and these were more likely to be Pupil Premium pupils.  Maths seems to be less impacted upon as a result of lockdown than reading and writing. This is mainly due greater engagement with maths remote lessons, as tasks were short and sharp. There were more incomplete tasks in English.  Governors noted that the quality of online provision was significantly better during the second lockdown.  In KS2, writing is in line with the expected standards. The Talk 4 Writing that was implemented prior to lockdown has had an impact. It would appear that children have continued to practice writing and continue to be enthusiastic about it now they are back in school.  Governors are aware that they need to monitor the closing of gaps closely and therefore, the summary pages are beneficial for the purpose of review. There also needs to be evidence that interventions are having an impact.  The areas of focus are included within the Catch Up Plans update (agenda item 6). The school is committed to narrowing the gap. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **6** | **Catch-up Plans Update** | | |
| Details of the catch-up and recovery plan were circulated at the meeting for information.  The HT believes that the best way to help children ‘catch up’ is to address pupil wellbeing and ensure that all children feel safe, happy and settled in school. An important part of the recovery plan has been to allow children time to re-adjust to the routines, structures and relationships in school.  The school resources that are used to support recovery are:   * Teaching Assistants Level 4 (TA4s) are refocusing on providing Drawing & Talking Therapy to the children * TA3s have resumed the EAL (English as an Additional Language) provision * TA2s and TA3s are now more comfortable with working across groups and therefore, can better support children compared with earlier in the pandemic   The school has used catch up funding to provide additional resources, such as:   * Additional TAs to support the teachers in the classroom * Additional provision of a Numbers Count teacher in Year 2, who is directing a TA to deliver maths interventions in Year 3 * A Specific Learning Difficulty (SpLD) teacher providing interventions to children from Year 3 upwards and directing two TAs to provide additional support * Additional TA support in Year 5 for literacy interventions * A tutor through the National Tuition Programme to support reading groups in Years 4, 5 and 6 one afternoon per week.   *Q: How are the children targeted?*  These are Pupil Premium children and those children identified by teachers as needing additional support.  Consideration now needs to be given to which additional resources will be kept in September and what the school can afford. The school is currently researching the cost of a Play Therapist for two days per week, which is likely to be in the region of £10,000 per year. It is an expensive but worthwhile resource.  *Q: Would the Play Therapist work with specific children?*  Yes. This would be Pupil Premium, Looked After Children (LAC) and Previously Looked After Children (PLAC) to try and meet their needs. The resource would be available to other children if the need arises, such as bereavement. It has been difficult to engage CAMHS (Child and Adolescent Mental Health Service) due to their lack of capacity.  *Q: What is Play Therapy?*  Through play and scenario setting, children can talk about any issues in a comfortable environment. Play Therapy tends to work better with younger children.  *Q: Are counsellors still coming in to school for the older children?*  Yes. Engage Mentoring is still ongoing and one off counsellor is coming in to school for specific children. Child in Mind has been used before and this could be used again, balanced with Art Therapy, for the older children.  *Q: How does the catch-up funding work?*  The school determines how the funding is spent based on the school’s needs.  The school believes it is quality teaching that has the biggest impact on a child’s progress and development, therefore will be investing further to develop the quality of teaching and the curriculum. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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| **7** | **Quality of Education** | | |
| The HT has now observed teaching and learning across the school. Learning walks have been undertaken, accompanied by the Assistant Headteacher. As part of the walks, teaching was observed, group work or interventions were observed, book scrutinies and conversations with the children took place.  The observations did cause small levels of anxiety amongst staff, as there has been very little monitoring over the last year and the HT is new to post.  The following key questions were devised to help gather information on each phase:  Early Years Foundation Stage (EYFS)   * Can evidence be seen of children making progress in continuous provision? * How far do the environment and the adults promote independent learning and self-regulation? * What is the impact of additional adults within carpet time and continuous provision?   KS1   * Are reading/phonics groups organised appropriately? Are they successful? * Are children making progress in English and maths and building core skills? * Can evidence be seen of concrete/pictorial/abstract progression in maths? Can evidence be seen of problem solving/reasoning in maths? * Are children active learners? * Is learning matched to children’s needs? * Are additional adults having an impact?   Lower KS2   * Are children making progress in English and maths and building core skills? * Can evidence be seen of concrete/pictorial/abstract progression in maths? Can evidence be seen of problem solving/reasoning in maths? * Are children active learners? * Is learning matched to children’s needs? * Are additional adults having an impact?   Upper KS2   * Are children making progress in English and maths and building core skills? * Are children active learners? * Is learning matched to children’s needs? * Are additional adults having an impact?   The strengths identified from the learning walks were summarised as follows:   * The children’s behaviour * Good relationships with adults – the way the adults spoke to the children in school was calm and consistent * Reading is promoted consistently * EYFS provision is outstanding * Teacher subject knowledge of core subjects is consistently high * Children’s wellbeing is promoted consistently throughout the school   Many examples of excellent practice across the school were seen. One area for development is to focus on improving consistency; EYFS is very consistent, which supports effective transition and this effectiveness translates to positive data.  The key areas for development will be included within the School Development Plan for next year.  *Q: Are there inconsistencies because the appropriate policies are not in place, staff are not following the policies or not explicit enough?*  The policies are in place and these need to be revisited by staff to ensure a consistent approach is taken. The HT has acknowledged that the last year has been extraordinary and a ‘clean slate’ approach will be taken from September. The HT plans to ensure the expectations are made clear to all staff and will continue to monitor progress.  The structures in place require improvement to support development of teaching and learning. Once improvements are made, this will have a positive impact.  *Q: How do staff feel about the observations?*  It is hard to determine at the moment, as it is difficult to communicate due to the current restrictions. There are so many crises to address, which have taken priority. After the school emerges from the pandemic, communication will undoubtedly improve. It would be nice to have the opportunity to hold an end of year event for staff.  *Q: With regard to staff anxiety, what provisions are in place for staff to receive support?*  There are a number of staff off with mental health issues and they have access to the appropriate support. The Employee Assistance Programme is available to all staff and this has been signposted. The HT can re-circulate the information to staff.  Governors noted their appreciation of the hard work undertaken by staff to improve progress. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
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*\* Catherine Alnuamaani left the meeting*

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| **8** | **Policies for review** | | |
| The following policies were circulated in advance of the meeting for review:  Inclusion & Accessibility Plan 2020-2023  The plan is a statutory document. The remit of the plan has been broadened; physical access to the school is included and access in the broader sense has now been included to link to the school’s Equality Scheme.  Strengths and priorities for development for 2020-23 are shown within the plan.  There is an action included for governors in respect of eliminating unlawful discrimination, whereby the Resources Committee are to monitor recruitment and the selection processes in relation to equality.  In relation to promoting positive attitudes to equality, the school has bought into the Stockport Ethnic Minority Service for next year. The service will be a useful resource in addressing diversity throughout the school.  *Q: With regard to the physical access, what plans are in place for a specific student that may need to stay in a downstairs classroom?*  This will not become an issue for another year yet, so there is time to consider the options.  No issues were raised and the Inclusion & Accessibility Plan 2020-23 was approved.  Cavendish Acceptable Use Policy (Adults)  No changes have been made to this policy.  No issues were raised and the Acceptable Use Policy (Adults) was approved.  Acceptable Use Policy (Pupils)  No changes have been made to this policy.  No issues were raised and the Acceptable Use Policy (Pupils) was approved. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Inclusion & Accessibility Plan 2020-23 approved | Curriculum Cttee. |  |
|  | * Acceptable Use Policy (Adults) approved | Curriculum Cttee. |  |
|  | * Acceptable Use Policy (Pupils) approved | Curriculum Cttee. |  |

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| **9** | **Any other business** | | |
| The following questions were raised.  *Q: Have the classes for next year been decided yet?*  Staff were informed only an hour ago and therefore, it is too early to say if these have been well received.  *Q: When will parents find out?*  Towards the end of the summer term.  *Q: Has the temporary Assistant Headteacher role been filled?*  Yes. The role will be undertaken on a temporary basis for one year and the new Assistant Headteacher will be responsible for two phases. The position became available after the previous Assistant Headteacher stepped down from the role.  *Q: Have governors spoken with the member of staff that stepped down to determine the reasons for this?*  The member of staff stepped down for personal reasons, which are confidential. The Chair of the Curriculum Committee agreed to liaise with the Chair of Governors to determine if any contact has been made with the member of staff. | | | |
|  | **Actions or decisions** | **Owner** | **Timescale** |
|  | * Curriculum Committee Chair to liaise with the Chair of Governors regarding the previous Assistant Headteacher stepping down from the role. | Chair |  |

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| **Date and time of next meeting:** | **TBC** |