

Curriculum Committee Meeting Minutes

School: Cavendish Community Primary School

Quorum: 4 (met at this meeting)

Chair: Lorna Cook

Clerk: Joanne Douglas

Date of meeting: 17 May 2023

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
Sarah Kilty *	Parent	09/12/25	P
Duncan Wilson	Parent	09/12/25	P
Sian Evans	Associate	19/09/26	P
Tim Whitworth	Parent	09/12/25	P
Catherine Alnuamaani	Co-opted	19/05/24	P
Laurence Moule	Staff	12/09/24	P

** joined the meeting after Item 3*

Others present

Name	Role
Joanne Douglas	Clerk, One Education

Agenda Items

1	Welcome and apologies		
All were welcomed to the meeting. There were no apologies.			
	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 (22.3.23) 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 2, Item 3 – The Deputy Headteacher (DHT) has sent a questionnaire to the governors regarding Safer Recruitment and Safeguarding training. The governors were reminded to complete the questionnaire and return this to the DHT. The DHT will send another reminder with the links. Evidence of training will be stored on Governor Hub.

A governor training check will be undertaken at the full Governing Body meeting in June. It was noted that the next Governing Body meeting (28th June) falls on a school INSET day. The HT confirmed that the meeting will still go ahead.

Page 2, Item 3 – The Assessment Policy and Feedback policy will be presented under Item 9 of the agenda.

Page 7, Item 10 – The DHT has not yet spoken with the Subject Leaders regarding embedding equality and diversity into their subjects. Some Subject Leaders have undertaken an audit of strands. The first step of the process is to link equality values into the subject policies.

At the last Curriculum & Wellbeing meeting, two of the Assistant Headteachers attended to present to the governors. It was agreed that the two other Assistant Headteachers will be invited to the Spring term Curriculum & Wellbeing meeting and all four to the Autumn term Governing Body meeting.

	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Minutes of the previous meeting (22.3.23) approved 	C&W Cttee	
A	<ul style="list-style-type: none"> Remind the governors to undertake Safeguarding training and re-send the links 	DHT	
A	<ul style="list-style-type: none"> Undertake the process of linking equality values into subject policies 	DHT / Subject Leads	

* Sarah Kilty joined the meeting

4 Quality of Education update

The school held a governors' afternoon prior to this meeting. The governors were asked to forward their feedback to the HT, who will collate the information. The full feedback reports will be presented at the Autumn term Curriculum & Wellbeing Committee meeting.

Brief verbal summaries of the governors' afternoon were provided as follows:

Lorna Cook spent time in a Year 1 and Year 4 class and observed Maths. She was very impressed with the level of content of the lessons. All children were engaged and were able to keep up with the pace of the lesson. In Year 4, there were creative posters around the classroom to remind the children what has been learnt.

Lorna also had a school lunch, which was of great quality and very tasty. Feedback was provided to the catering staff. All the children were polite and calm.

Tim Whitworth had a tour of the playground, where no unruly behaviour was observed. After lunch, he visited all Year 3 classes and observed Maths. All children were kept engaged and

the behaviour was good. The teachers were adapting their teaching to suit all of the children's needs.

Catherine Alnuamaani met with the Safeguarding Lead to review safeguarding and safety in the school. A review of safeguarding policies took place, together with an overview of procedures and processes in place. There is confidence that the procedures in place are robust.

Catherine talked to children in a variety of year groups (Year 2, 3, 4 and 6) about how safe they felt in school. All felt safe and it was interesting to see how the children's understanding of being safe expands and increases as they progress through the school. All of the children knew who to talk to if they did not feel safe. The children did comment on not being heard by the Lunchtime Organisers and the Year 6 children commented on not feeling safe walking home because of the behaviour of students from a neighbouring high school.

Catherine observed a PE lesson, where the children were playing golf.

Other link discussions/visits were noted as follows:

Sami Khan – Year 5 maths lesson, Art subject lead and Music subject lead.

Thomas Johnson – Early Years Foundation Stage (EYFS) Maths, continuous provision in Nursery and Reception, Science and Geography.

Lorna Cook – Subjects leaders for English and Modern Foreign Languages (MFL).

Catherine Alnuamaani – PE, Mental Health & Wellbeing and Personal, Social and Health Education (PSHE) lead.

Tim Whitworth – IT lead and History lead

The following link visits are yet to be arranged:

Oliver Johnson – RE

Sarah Kilty – Special Educational Needs and/or Disabilities (SEND)/Inclusion lead and Maths

It was noted that the Maths curriculum is very ambitious and is based on the Maths Mastery method, which is very problem solving based. This is more challenging for Key Stage 2 children, as they have got gaps in scaffolding and structure due to the pandemic. Adaptive teaching is taking place to support the Key Stage 2 children.

	Actions or decisions	Owner	Timescale
A	<ul style="list-style-type: none"> Forward the governors' afternoon feedback to the HT and present the collated feedback at the Autumn term meeting 	HT/ Governors	

5 Parent Feedback

The results from the Parent Survey (March 2023) on trips and visits were circulated in advance of the meeting for information. The following points were highlighted in discussion.

The level of response is high (146) in comparison to previous surveys. This is because additional strategies have been implemented to maximise responses, such as Teaching Assistants completing the survey with parents via iPads at parents' evening. The survey was also sent out in the usual manner.

This survey was based on trips and visits and the school has a planned topic for each parents' evening.

The highest response from the parents regarding how the school should mark the king's coronation was a tea party celebration. This is therefore how the king's coronation was celebrated and it was very successful.

In response to the question 'do you think trips & visits are important for enriching the curriculum?' 100% answered yes. The parents were asked which experiences they felt the school should offer, and the highest responses were museums, farms/countryside and outdoor adventures.

The parents were asked what the maximum amount of money they would be prepared to pay for a day trip, half of the responses were in favour of full price up to £25. A total of 96.6% of parents thought that the Parent Teacher Association (PTA) funds should be used to subsidise trips and visits. The school Gateway system now shows trips that are subsidised by the PTA.

A suggestion was made regarding whether the school or PTA could run a 'pass it on' scheme, whereby those parents who can afford to pay extra are able to in order to subsidise another child's trip. In response to this, the school is considering setting no limit on the school Gateway system for those that wish to pay more.

The 'You said ... we did' feedback from the parents' responses was circulated in advance of the meeting for information. This is also available on the school's website.

It was noted that the parents gave wonderful feedback at parents' evening regarding equality and diversity. A selection of comments were provided for the governors' information.

Other areas detailed in the 'you said ... we did' report are:

- Connect, share and meet
- Drop off and pick up
- Safety on roads and pavements around the school
- Communication
- Learning updates

Q: How is the coffee morning going? How many parents are attending this?

It is going very well. A core group of between 8-10 parents regularly attend. The coffee morning now runs itself and staff drop in and out throughout the morning. Some targeted parents are invited to attend, such as isolated parents. The coffee mornings are advertised on the school's website, together with which specific staff are attending, such as the SEND Coordinator (SENDSCO), Inclusion Lead or English as an Additional Language (EAL) Lead. Some parents may attend to speak to a specific member of staff and others just simply want to attend for an informal chat.

The school now has a Parent Partnership Group and the information regarding this is available on the school's website. This parent steering group has been developed as part of the school's journey towards achieving the Leading Parent Partnership Award (LPPA). The first meeting of the steering after half term will focus on transition.

The school is currently working on strengthening their LPPA evidence. The final meeting with the LPPA will be to present this evidence and hopefully, gain the award. As part of the evidence gathering process, the LPPA representative will want to speak with some parents and a governor. Sarah Kilty volunteered to take part. The DHT will share the date of the meeting.

	Actions or decisions	Owner	Timescale
A	<ul style="list-style-type: none"> Share date of LPPA meeting 	DHT	

6 Attendance Report

The Attendance Report was shared with the committee. The following points were highlighted in discussion.

The attendance at the end of the Spring term was 95.1% (excluding Nursery and Reception pupils under 5 years of age). The school's target is 96%.

The office/admin staff's persistence in chasing absence is definitely having a positive impact on attendance. Their supportive approach to parents is also having a positive impact.

There are currently 104 pupils classed as persistently absent (PA), which is below 90% attendance. This includes 39 children in Nursery and Reception.

Q: 15% of pupils in Year 5 are PA. Is this a concern?

There is a core group of pupils with less than 80% attendance. Many of this core group are in Year 5. Any child with less than 80% attendance is offered plenty of support.

Overall, attendance is positive.

	Actions or decisions	Owner	Timescale

7 2022-23 Pupil Spring Progress Data and Assessment, including disadvantaged pupils

The following documents were circulated in advance of the meeting for review:

- Maths Assessment Spring Data
- Reading Assessment Spring Data
- Writing Assessment Spring Data

The following points were highlighted in discussion.

The data presented is based on teacher assessments. The Autumn term and Spring term data is present for comparison purposes. If the Spring term assessment data is 5% lower than the Autumn term, the data is highlighted red and if the assessment data is higher than 5%, this is highlighted green.

The Maths data is positive, with only the percentage of children in Year 3 exceeding the expected standard (greater depth) highlighted red. The number of pupils working at greater depth has reduced from 21% to 16% since the Autumn term.

The reading data is more stable, with similar levels to the Autumn term in respect of those pupils working at the expected standard. The percentage of students working at greater depth is more than 5% in Years 3, 4 and 6.

Writing is noticeably lower than Maths and reading, which reflects the national picture. The pandemic disproportionately impacted on writing, as it was very difficult to teach remotely, as it is a more demanding skill. The data shows, however, that improvements are being made. Writing will continue to be on the School Development Plan (SDP) for next year.

Q: How are writing judgements made?

Maths and reading are standardised and use a specific mark scheme. There is a set of criteria for writing that teachers must apply. The criteria for the expected standard for writing was shared at the meeting. The governors recognised the complexity of this criteria. Writing is an area that usually comes together at the end of the year and this is the basis that is used for evidence. The school is compiling benchmarking evidence to show what expected looks like.

The HT made the governors aware that now allowances will be made in the Standard Assessment Tests (SATs) for writing. It is unlikely that any child will achieve greater depth. This is an issue for all Manchester primary schools, not just Cavendish.

Catch-up funding is no longer available and this could also have an impact on the SATs results.

Q: Are children in Year 5 and Year 6 able to develop their own style in writing?

This is taken into account and the school is not holding the children back from doing this; it is important that the children are encouraged to be creative.

The full content of the data assessment reports were noted.

	Actions or decisions	Owner	Timescale

8 School Development Plan Update

The SDP for 2022-23 was circulated in advance of the meeting for information. The following points were highlighted in discussion.

The plan is RAG (red/amber/green) rated to highlight progress and includes a narrative on impact.

Priority 1 – Brilliant Teaching & Learning

The Maths Mastery scheme is becoming embedded. The HT feels that staff are more comfortable with the scheme and confidence is growing.

The systematic Synthetic Phonics programme, Success for All, has been implemented and further training for Key Stage 2 is planned for the Summer term.

Staff will give feedback on the Teaching & Learning projects during the next INSET day.

Q: With regard to the development of the curriculum, is the school still working on History?

The History curriculum was good but unfortunately, the subject lead left. The school is working on re-developing this through using Oxford University Press.

The Science, Art and Design Technology (DT) curriculum sequences are in place. The curriculum is progressive from 3-11 in all subjects apart from History. Knowledge has been mapped out for all subjects.

In respect of the EAL provision, the school has bought into the Ethnic Diversity Service and has an EAL lead. Assessment systems in respect of EAL are improving.

Priority 2 – Brilliant Leaders

The majority of objectives have been completed.

Priority 3 – Brilliantly Healthy, Happy & Safe

The majority of objectives have been completed. Additional training is required for Lunchtime Organisers; however, processes have improved. The 'Chill Out Club' and the Year 6 Play Leaders are working very well.

Priority 4 – Brilliant together

The school continues to develop strong partnerships and a sense of community with parents, staff and pupils. The school will continue to work towards the LPPA award, as this is valued by staff and parents.

Priority 5 – Brilliant Learning Environment

The diversity displays across the school are progressing. The next focus is the playground, as this needs further development.

Q: When will next year's SDP be available and what will be the focus?

The process of formulating this has begun. There will be a focus on writing and in terms of the curriculum, there will be a focus on any gaps, SEND and ensuring the assessment process is rigorous.

The governors were asked to pass on any suggestions to the HT.

It was suggested that the school should consider standardising the subject information on the school's website, as this is an area that Ofsted would focus on. The DHT advised that this is an area she is currently considering; this could be added to the SDP for next year.

	Actions or decisions	Owner	Timescale

9 Policy Reviews

The Assessment Policy and Feedback Policy were circulated in advance of the meeting for information.

The Assessment Policy is a generic policy which shows the procedures for assessment and should be read in conjunction with the Feedback Policy.

The Feedback Policy is more bespoke to the school. Feedback is a vital part of the cycle of learning and feedback should be meaningful, manageable and motivating. The policy is based on the research approach through the Education Endowment Foundation (EEF).

There are five types of feedback highlighted in the policy, namely:

- Verbal

- Whole Class
- Tick or Wobble
- Detailed 'pink and green'
- Self or peer assessment

This list is not exclusive or exhaustive.

Whole class feedback is given 3 times per week and is based on dip sampling from the class. An average of 10 books are used for dip sampling purposes, which gives a good representation of what is happening in the class as a whole.

The feedback policy fosters independent learners and promotes good habits within the children for checking their work/proofreading and editing if needed to make improvements.

The school is currently considering how to start feeding the feedback process into Year 2 in preparation of them transitioning to Key Stage 2.

No issues were raised. The content of the Assessment Policy and Feedback Policy were noted.

	Actions or decisions	Owner	Timescale

10	Any other business		
No items of other business were raised for discussion.			
	Actions or decisions	Owner	Timescale

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