

Curriculum Committee Meeting Minutes

School: Cavendish Community Primary School

Quorum: 4 (met at this meeting)

Chair: Lorna Cook

Clerk: Jan Haslam

Date of meeting: 22.11.23

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
Duncan Wilson	Parent	09/12/25	P
Sian Evans	Associate	19/09/26	P
Tim Whitworth	Parent	09/12/25	P
Sarah Kilty	Parent	09/12/25	Ap
Laurence Moule	Staff	12/09/24	Ap

Others present

Name	Role
Jan Haslam	Clerk, One Education

Agenda Items

1	Welcome and apologies		
All were welcomed to the meeting. Apologies were received and accepted from Sarah Kilty and Laurence Moule.			
	Actions or decisions	Owner	Timescale
2	Declaration of Pecuniary Interests		
2.1 There were no declarations of interests pertaining to any items on the agenda. 2.2 There were no changes to annual declared interests.			
	Actions or decisions	Owner	Timescale
3	Notification of confidential items or items for AOB		
There were no notifications of confidential items.			

There was a notification of an item of AOB – 2024/25 School Holiday List.			
	Actions or decisions	Owner	Timescale

4	Chair election		
The governors agreed to hold an open election.			
Lorna Cook was elected as the Chair of the Curriculum and Wellbeing (C&W) Committee for the period of one year.			
	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Lorna Cook elected as Chair of the Curriculum and Wellbeing Committee 	C&W Committee	1 year

5	Minutes of the last meeting (17.5.23) and matters arising		
The minutes of the last meeting were approved as an accurate record. A copy will be signed for retention on file.			
<u>Matters arising</u>			
Page 2, Item 3 – Governor training. Sarah Kilty attended a Leading Parent Partnership Award (LPPA) meeting.			
Page 3, Item 4 – Feedback from the Governors' afternoon was presented at the Full Governing Body meeting on 20 September 2023.			
	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Minutes of the previous meeting (17.5.23) approved 	C&W Cttee	

6	2022-23 pupil outcomes		
The HT presented the 2022-23 pupil outcomes reports for discussion and questions. The main points were:			
6.1 Inspection Data Summary Report (ISDR) 2022-2023			
The IDSR is a web-based page for Ofsted inspectors to use when preparing for and during inspection. It is intended as a tool for inspectors, which summarises and analyses available data about that school to support the inspection.			
The school characteristics have not changed significantly since last years' ISDR.			
The proportion of education support staff relative to teaching staff was in the highest 20% in 2022. This links to the fact that the school has an above average number of children with Education, Health Care Plans (EHCPs).			
The school was recorded as having nine days on average that were lost to teacher sickness absence in 2021/22. This was in the highest 20% nationally. The HT has shared this figure with the staff. Staff absence is being addressed with the new HR provider.			

Progress and attainment at Key Stages 1 and 2 shows three areas identified as below the national figure. These are writing at KS1 percentage at expected standard, progress in writing at KS2 and writing at KS2 percentage at expected standard. However, writing at KS2 percentage at the higher standard was higher than the national figure.

There was no significant issue with pupil attendance.

Q: What are the reasons for writing being a concern?

The school are still looking into the reasons for this. There could be a number of possible reasons including, the effects of the pandemic on the children's learning and achievement, significant staff absence in those year groups last year and differences in the cohorts. Previously, writing has had good results. The school had to cut £150,000 from the school budget last year and that impacted on the schools ability to offer additional support in Year 6. There was also no Catch Up funding which the school had had the previous year. The national figure was slightly higher for writing last year.

Q: Are the teachers too harsh in their teacher assessment judgements in writing?

It could possibly be partly that reason. Teachers at the school were assessing against more complex criteria in writing. The school created their own criteria for writing assessment as there was no consistent criteria offered as guidance. The school wanted writing to be creative from an early age but the Literacy Advisor suggested making the assessment criteria simpler and a more sentence based approach. The teachers are now becoming more used to this.

The governors commented that it is good that the school have identified and are acting on this.

6.2 Manchester Integrated Data Set 2022-23

Manchester Local Authority (LA) carry out a thorough analysis of the school data as compared to other Manchester schools. The HT has taken notable characteristics from the report and put them into the SEF.

There will be no KS1 SATs from this academic year so data will be teacher assessment only going forward.

Internal data

The HT presented the internal assessment data for 2022-23. This includes all the school year groups.

6.3 Whole school reading

Results are good across the school. Reading at Greater Depth Standard (GDS) is also good. Results for Pupil Premium (PP) children are not as good but are better than in maths and writing.

6.4 Whole school writing

There is a similar concern for results in writing across the school. It is the weakest area in all year groups and the weakest for PP children out of reading, writing and maths. Writing is the weakest area in Reception. The assessment data for this term will be presented at the next meeting.

6.5 Whole school maths

Results are generally good across the school. Last year, there was a move to a new way of teaching maths. The PP children did not achieve as well as other groups. The current Year 3 has been identified as needing support in maths and they are receiving support from the maths subject leader.

Q: How long has mastery maths been taught?

This is the second year. The impact of this teaching method will become more apparent as the children move through the school.

6.6 Assessment Lead summary

The Assessment Lead provided an evaluation of the data. This confirms the evaluation in Items 6.3 to 6.5.

	Actions or decisions	Owner	Timescale

7	Evaluated SDP and updated SEF		
	<p>7.1 Evaluated SDP 2022 – 23 The fully evaluated SDP was uploaded to governors prior to the meeting. There were no matters arising.</p> <p>7.2 SEF Summary 2022-23 The SEF is fully updated and, going forward, will be reviewed each year. The SEF is used to write the SDP. The HT asked governors to read the SEF as this will form the basis for an Ofsted inspection. The HT will go through the SEF with the whole GB at the next FGB meeting in January.</p> <p>Duncan Wilson attended Ofsted for Governors training and he stressed the importance of the governors being familiar with the SEF.</p>		
	Actions or decisions	Owner	Timescale
A	<ul style="list-style-type: none"> Present the SEF at the next FGB meeting 	HT	10.01.24

8	SDP 2023-24 and 2023-24 pupil progress targets		
	<p>SDP The HT shared the priorities for the SDP for 2023-24, including objectives, implementation and costs:</p> <p>Priority 1. Brilliant Teaching & Learning. To further improve the quality of teaching, learning and assessment leading to the maintenance and improvement of standards of achievement and attainment throughout the school. The focus in this priority is writing.</p> <p>Priority 2. Brilliant Leaders. To ensure a high quality of leadership and management at all levels throughout the school workforce, and create future leadership development for children and adults.</p> <p>Priority 3. Brilliantly Happy, Healthy & Safety Learners. To ensure the social, emotional and physical health, safety and well-being of the children, their families & the staff of the school.</p> <p>Priority 4. Brilliant Together. To develop strong partnerships and a sense of community with parents, volunteers, staff, pupils, and our local community and understand our responsibilities as global citizens.</p> <p>Priority 5 Brilliant Learning Environment To ensure that the environment promotes the best learning outcomes and wellbeing of all pupils and staff.</p>		

The HT suggested that Lorna Cook go on a learning walk to look at inclusion.

2023-24 pupil progress targets

The HT presented the pupil progress targets, including separate targets for Disadvantaged pupils.

EYFS (GLD)

All pupils	Disadvantaged pupils
75%	55%

Year 1 Phonics check

All pupils	Disadvantaged pupils
80%	60%

KS1 attainment (EXS)

	All pupils	Disadvantaged pupils
Maths	75%	65%
Reading	75%	65%
Writing	75%	65%

KS2 attainment (EXS)

	All pupils	Disadvantaged pupils
Maths	80%	70%
Reading	85%	75%
Writing	80%	70%

Targets for working above the expected standard were also included.

The targets are aspirational.

The 2023-23 pupil progress targets were approved by the C&W Committee.

	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> 2023-24 pupil progress targets approved 	C&W Committee	

9 2022-23 PP Impact Summary and 2023-24 PP Strategy

The HT presented the 2022-23 PP Impact Summary and 2023-24 PP Strategy.

The main points of the discussions were:

The evidence from the Educational Endowment Fund (EEF) demonstrated that high quality teaching has the biggest impact on the attainment of disadvantaged pupils. The school is using a three-tiered approach to school improvement in the PP strategy.

Half of the tiered approach is high quality teaching. A quarter is targeted academic support and the final quarter is wider strategies, for example, emotional wellbeing, attendance and enrichment opportunities.

Actions include, the continued use of the new phonics scheme, including additional phonics sessions, the mastery approach to maths and a focus on writing including spelling and handwriting, including teacher led interventions.

Emotional wellbeing, attendance and enrichment will be supported using, for example, Play Therapy, support from the Attendance lead, opportunities to attend extra-curricular activities and a full time place for PP children in the Nursery.

The governors felt that these were good strategies.

Q: Do all the teachers know who their PP children are?

Each teacher completes a plan for each PP child in their class. This is to track information such as attendance and progress and includes actions. The teachers then meet with the Assistant HTs (AHTs) to discuss the plan and the actions to be taken. This used to be completed yearly but is now completed termly.

Q: A paragraph on page 11 of the PP Statement cites the impact of Covid and budgetary issues on the progress and attainment of PP children. Will Ofsted accept these reasons?
This is valid, factual information.

The 2022-23 PP Impact Summary and 2023-24 PP Strategy were approved by the C&W Committee.

The HT asked that, for future meetings, the governors try to e-mail any questions to the HT prior to the meeting.

	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> The 2022-23 PP Impact Summary and 2023-24 PP Strategy approved 	C&W Committee	
A	<ul style="list-style-type: none"> E-mail questions to the HT prior to the meeting wherever possible 	All governors	

10 Parent Partnership update

10.1 New Starters Nursery and 10.2 New Starters Reception

The new parent meeting for Nursery children took place on 15 June 2023 and the school received feedback from 25 parents. The new parent meeting for Reception children took place on 22 June 2023 and the school received feedback from 18 parents. The staff also attended those meetings. The feedback was generally very positive and the school has shared some of the comments on the school website.

10.3 LPPA update

An LPPA professional visited the school on 10 July 2023 and provided a verification report. The report is very complimentary and the HT presented the report to the governors. The school provided evidence under 9 objectives.

Many strengths of the school were cited, for example:

The strong leadership of parent partnership by the HT and the LPPA co-ordinator supported by the governors and staff.

The PTA is very active, they organise high profile events for school and the local community and are successful in raising significant funding to support school activities and projects. EYFS Stay and Play sessions have enabled parents to understand the value of play in developing children's learning and to support their children's learning at home.

The impact given was as follows:

The LPPA processes have clarified the extent of parent partnership in school, identified areas of good practice, areas to further develop and led the school to gather more evaluative feedback from parents

Parent partnership is now more strategic, focussing on the benefits to children and families and reaching all groups of parents

The Senior Leadership team, many of whom are new to school, have built effective working relationships with parents, which they will be able to build on in the future with a greater focus on supporting children's learning and development.

Areas for development were outlined, including, for example,

To develop a parent partnership policy/parent charter with the Parent Partnership Group.

To develop a termly Learning Newsletter.

To identify a bank of parents who are willing to act as interpreters for other parents especially those new to the UK.

The English as an Additional Language (EAL) lead to work with admissions and induction staff to support parents new to the UK and to gain feedback from this work

To gather feedback from Y5 and Y6 parents on transition meetings, analyse results, take action needed and share with parents using the 'you said we did' approach.

The school has offered parenting courses this year and would like to continue to offer parenting courses.

Q: One of the areas for development is to continue to record attendance at events for parents, identify groups of parents not attending, explore reasons for non-attendance and facilitate attendance to future events. Is there an expectation for parents to attend all events?

This is more about the school recording parent attendance so that the school can make sure that different groups are catered for at events. The school already has a good idea of different groups' attendance at different events. The PTA is trying to be more inclusive. The HT stated that the PTA is a strength in the school and that she appreciates all that they do.

	Actions or decisions	Owner	Timescale

11 Attendance update

The DHT presented the attendance update. The main points were as follows:

The vision of the Attendance Strategy is: To ensure ALL pupils can fulfil their potential by attending school every day to benefit holistically from their education so that they are motivated, happy and prepared to learn and achieve.

The target for attendance is 96%. Last year attendance was 95%.

The strategy outlines the objectives and actions for the school.

The Attendance Lead, Diane Berisford, wants to celebrate positive whole class attendance and possibly reward individual children for improved attendance.

Attendance updates are shared with the staff, following half termly analysis of the Fischer Family Trust (FFT).

One of the objectives is to raise the PP attendance to that of non-PP attendance as there is a gap.

Persistent absence (PA) is currently above the average for Manchester and this is a concern as PA impacts on the children's learning. Last year ended with 8 families with PA. The lowest attendance figure for a child last year was just under 50% which is unusual as most are

between 70-80%. Diane Berisford will occasionally attend the child's house to help to get them into school.

The Manchester Strategy includes working with Early Help from Children's Services and the school has accessed this service.

Q: At what point do children with emotional based school avoidance get help and support?

The school does not currently have any children in this category but Manchester has a strategy to support them. The school has a small number of children who sometimes refuse to go into the classroom or do not engage in learning once in the classroom. These children are supported in the school.

Q: Does PA correlate with SEND needs?

Not necessarily. It is more likely to be due to issues at home/safeguarding issues.

Q: Are term-time holidays an issue?

Not as much this year as last year. Some parents ask for time off due to exceptional circumstances.

	Actions or decisions	Owner	Timescale

12 SEND report

The HT presented the SEND Information report for 2023-24.

Q: How does the school manage parents who blame their child's SEND needs for misbehaviour?

The school has to acknowledge the behavior as it impacts the other children as well as the child with SEND. The SENCOs have to deal with this on a regular basis. Meetings are held with the parents and appropriate support is put into place. Sometimes the school has to deal with children with SEND whose parents do not acknowledge that their child has SEND.

The governors acknowledged the hard work of the SENCOs in the school.

	Actions or decisions	Owner	Timescale

13 External advisors report

The Quality Assurance (QA) professional, Adrian Guy, visited the school on 11 October 2023 and the HT presented his report, the main points of which are as follows.

Writing results were identified as a weakness as were the outcomes for disadvantaged pupils. The QA also carried out a separate visit to EYFS on 18 October and he was very positive about the changes made in EYFS.

The QA outlined some next steps and actions which the school are addressing.

The QA also spoke to some governors and carried out a website check.

The governors commented on the positive, encouraging report.

	Actions or decisions	Owner	Timescale

14	Policies		
<p>14.1 Attendance Policy and Attendance Summary There is a shorter version for parents which is on the school website. The Attendance Policy and Attendance Summary were approved by the C&W Committee.</p> <p>14.2 Staff Code of Conduct Policy There were no changes to this policy. The Staff Code of Conduct Policy was approved by the C&W Committee.</p> <p>14.3 Intimate Care Policy This is a new policy as there are two children with additional needs in Year 2 who need nappy changes.</p> <p><i>Q: Is it expected that all the staff will change nappies?</i> No. there are designated staff for this.</p> <p>The Intimate Care Policy was approved by the C&W Committee.</p> <p>14.4 Early Careers Teacher (ECT) Induction Policy The DHT explained what an ECT is. The school currently has 1 ECT on a permanent contract and 2 ECTs on temporary contracts.</p> <p><i>Q: How do the school support ECTs?</i> The school supports the ECTs though a variety of methods including, online module training, mentoring, induction tutoring, lesson observations and feedback and a weekly program of discussion topics.</p> <p><i>Q: Will this investment by the school lead to permanent contracts?</i> This will depend on whether posts become available at the school.</p> <p>The ECT Induction Policy was approved by the C&W Committee.</p> <p>14.5 Dealing with Allegations of Abuse Policy This is an updated version.</p> <p><i>Q: Are there many cases where this policy is needed?</i> No, but the school are required to have this policy.</p> <p>The Dealing with Allegations of Abuse Policy was approved by the C&W Committee.</p> <p>14.6 SEND Policy This is an updated version.</p> <p>The SEND Policy was approved by the C&W Committee.</p>			
	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Attendance Policy and Attendance Summary approved 	C&W Committee	

D	<ul style="list-style-type: none"> Staff Code of Conduct Policy approved 	C&W Committee	
D	<ul style="list-style-type: none"> Intimate Care Policy approved 	C&W Committee	
D	<ul style="list-style-type: none"> ECT Induction Policy approved 	C&W Committee	
D	<ul style="list-style-type: none"> Dealing with Allegations of Abuse Policy approved 	C&W Committee	
D	<ul style="list-style-type: none"> SEND Policy approved 	C&W Committee	

10	Any other business		
<p>The HT presented the proposed holiday dates for 2024-25. This has been agreed by the LA. The days highlighted in yellow are INSET days. There is likely to be an additional date for the general election as the school is used as a polling station.</p> <p>The holiday dates for 2024-25 were approved by the C&W Committee.</p>			
	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Holiday dates for 2024-25 approved 	C&W Committee	

Date and time of next meeting:	Wednesday 20 March 2024 @ 5.00pm
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