

Curriculum Committee Meeting Minutes

School: Cavendish Community Primary School

Quorum: 4 (met at this meeting)

Chair: Lorna Cook

Clerk: Jan Haslam

Date of meeting: 10.7.24

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
Sarah Kilty	Parent	09/12/25	P
Laurence Moule	Staff	12/09/24	P
Tim Whitworth	Parent	09/12/25	A

Others present

Name	Role
Jan Haslam	Clerk, One Education
** Gill Day	Upper Key Stage 2 (UKS2) Lead

Agenda Items

1	Welcome and apologies		
All were welcomed to the meeting. There were no apologies for absence.			
	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 was a notification of one item of AOB.			

	Actions or decisions	Owner	Timescale

The governors agreed to change the order of the agenda.

4	Year 6 2023-24 pupil progress and attainment data															
<p>Gill Day UKS2 Lead, presented the Year 6 data and the main points were as follows:</p> <p>The HT emphasised that this data is still to be validated.</p> <p><i>Q: Do the results seem as expected?</i></p> <p>The Year 6 teachers are disappointed if the results are below the national average but these results are not a surprise and there are reasons behind the results.</p> <p>Gill Day went through the three factors to consider when looking at the results:</p> <p>Attendance The 3 lowest attenders in the school are in Year 6.</p> <p>SEND Year 6 has the highest proportion of children with SEND in the school, along with Year 2. 8 children have EHCPs compared to 4 last year.</p> <p>Behaviour 5 of the Year 6 children find it challenging to go into a classroom and stay in a classroom. Often, the TAs have had to be diverted to manage behaviour rather than supporting children in the classroom. There have been a small number of suspensions this year.</p> <p>Progress from the autumn term was discussed. The school use the Year 6 tests to assess the children at the beginning of the academic year. The progress results show good progress and is more progress than last year's cohort, even though attainment is not as good.</p> <p>Gill shared the progress data for the lowest maths group in Year 6. It is very good, even though only 4 of them achieved the expected standard (EXS). The school will receive the progress data for the children.</p> <p>When Ofsted visit, the data can be contextualized by the school. Ofsted may ask the school for what the data would look like if the data from the 8 children with EHCPs is taken out. The HT has worked out this data, taking out the 8 children with EHCPs and the child who has left the school. This takes the number of children down from 90 to 81.</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;">School</th> <th style="width: 25%; text-align: center;">National</th> </tr> </thead> <tbody> <tr> <td>English Grammar, Punctuation and Spelling (GPS):</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">72%</td> </tr> <tr> <td>Reading</td> <td style="text-align: center;">68%</td> <td style="text-align: center;">74%</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">73%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">72%</td> </tr> </tbody> </table> <p>This shows that, GPS and maths are higher than national and reading and writing is below national with these children removed from the data.</p>			School	National	English Grammar, Punctuation and Spelling (GPS):	74%	72%	Reading	68%	74%	Maths	75%	73%	Writing	65%	72%
	School	National														
English Grammar, Punctuation and Spelling (GPS):	74%	72%														
Reading	68%	74%														
Maths	75%	73%														
Writing	65%	72%														

There are other factors as outlined above but these cannot be used to disappaly children.

**Duncan Wilson entered the meeting.*

Greater Depth results are good.

Q: When looking at individual achievement, are there any surprising results?

There were no big surprises.

The school will look at reading to ascertain whether it is the reading strategy that needs improving or whether the results are just due to the cohort.

The Staff Governor explained that the current Year 5 cohort is much stronger in reading so, although it is important to look at the strategy, it is working for Year 5 and therefore, probably does not need to change.

The HT informed the governors that there has been pressure from Year 6 parents to tell the children their results so the Year 6 teachers will talk to the children about their progress as well as achievement as progress is also important. The parents will get the raw scores and can choose whether to tell the children these, as some children may be disappointed. The results are sent to the parents from the DfE.

Q: What information is used for the Year 6 targets?

The end of KS1 results are used.

Q: Is it possible to take the children out of the data who have not been at the school since Reception?

There is no system available to be able to do this.

Q: If Year 3 is a similar cohort, what can be done now so the school is not in the same position when they are in Year 6?

The school has introduced Pathways to Write which, hopefully, will improve writing results. In addition, the school has employed a Behaviour and Wellbeing Mentor to start in September, who is a therapeutic and behaviour expert. Schools are not well funded for children with SEND, which is a government issue. This continues to be a challenge.

Q: Will the Behaviour and Wellbeing Mentor person have an office?

Yes, but it will be child friendly and a calming space for the children who need it.

The Chair thanked Gill Day and asked her to pass on thanks from the governors to the other members of the Year 6 team.

	Actions or decisions	Owner	Timescale

*** Gill Day left the meeting.*

5	Minutes of the last meeting (20.3.24) 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 9, Item 10. The Governors Morning will not be held on Thursday 11 July. The Chair requested that there be 2 Governors Morning/ Afternoons in the next academic year, which are held in different weeks to the meetings.			
	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Minutes of the previous meeting (20.3.24) approved 	C&W Cttee	

6	2023-24 pupil progress data and assessment		
The HT and Staff Governor presented the 2023-24 pupil outcomes reports for the Summer Term, for discussion and questions. The main points were:			
<p>The internal assessment data for Years 1 to 6 was uploaded onto Governor Hub prior to the meeting. Progress percentages that have gone up by 5% or more are highlighted in green and progress percentages that have down by 5% or more are highlighted in red.</p> <p>In the summer term, progress can be seen in all areas for all cohorts apart from a dip of greater than 5% in writing in Year 5. Steps have been taken to address this dip. The Year 5 teachers felt that they were teaching too many concepts in lessons so this has been stripped back. The teachers are still addressing skills that should have been mastered in earlier years. Year 5 trialled the Pathways to Write scheme this term and training has been completed by all staff today. Hopefully, as the scheme is implemented, the school will see an improvement in results in writing, though this will take time.</p> <p>The Chair stated that she felt confident that the school are addressing the issues with writing due to the actions being taken.</p> <p><i>Q: If, for example, 58% of children are at EXS in writing in Year 4, does this mean that at least the same percentage of children should be at EXS in writing in Year 6?</i></p> <p>Yes. It means that those children have met the EXS in Year 4 and, if the children continue to make the same progress, they should still meet the EXS in Years 5 and 6. It also means that they are ready to start learning the Year 5 curriculum. Attendance can make a big difference, especially in writing.</p> <p>Phonics screening 2024 In Year 1, 63/86, which is 73% of the children, passed the phonics check. Taking out the 5 children who did not take the test, 63/81, which is 78% of the children, passed the phonics check. The Phase Leader was disappointed as there have been some International New Arrivals (INA) which affected the results. The school is confident in the phonics strategy.</p> <p>In Year 2, 13/25, which is 52% of children who did not pass the phonics check in Year 1 and re-took it in Year 2, passed the check.</p>			

Taking out the 4, Year 2 children who did not sit the test, 13/21, which is 62%, passed the phonics check.

The data for Reception and the results of the Year 4 Multiplication test will be in the next HT report.

There is currently no EYFS expert in Reception so the school has been supported by a bought-in consultant. The consultant carried out extra moderation with the EYFS staff.

The Chair thanked the Staff Governor and the HT for their report.

	Actions or decisions	Owner	Timescale

7 External reports

7.1 Moderation visit

A Key Stage 2 External Moderation Visit took place on Wednesday 12th June 2024. The school found it to be a supportive and complimentary conversation.

Possible actions that were identified are:

Look at non-negotiables within each year group with regards to spellings, handwriting (accuracy in formation of letters) and grammatical accuracies, in Year 2 upwards

Consider adaptations (task related) made for those WTS/PKS to allow them to illustrate the statements of WTS.

Punctuation of dialogue needs securing in lower KS2 which can then be built on in later years.

Securing the teaching of effective dialogue early on in KS2 will allow the children to manipulate dialogue to advance the action and convey character in Year 6.

7.2 Quality Assurance (QA) visit

The summer term QA visit took place with the QA professional, Adrian Guy.

The three focus areas were, writing, science and art. The QA professional met with the HT and the relevant subject leaders and was supportive of the work and actions the school are taking.

The Staff Governor reported that his meeting was positive and made him more confident to be able to talk to Ofsted about his subject area when they visit.

A governor reported that the report was very positive.

Q: In his summary for writing, the QA professional states, 'While leaders are confident that the examples and technical aspects are clear, we discussed the need to ensure there is equal clarity and progression in compositional aspects of writing.' What did he mean by this?

The school need to make sure that the school covers the compositional aspects of writing using modelling from both the teacher and from other children.

7.3 SEND QA visit

An SEN review visit took place on 22 April 2024. The Manchester Trusts and School Alliance (MTSa) professional was Schelene Ferris who is also a National Leader of Education (NLE) and an Ofsted inspector.

A number of recommendations were agreed, including to review SEND governance capacity to ensure that the new SEND governor is trained and has good overall understanding of SEND provision and outcomes and is able to speak confidently about it.

The SEND governor, Lorna Cook, will arrange to meet with the SENCo at the start of September.

The school made a conscious choice not to mention the Hive on the school website because it is not meant as a permanent part of the school and is not a resourced provision. The HT explained how The Hive is used.

Q: Is it for the current Year 6?

It is used for the current Year 2 and is not for all year groups. Most classrooms have their own time out/calming spaces.

	Actions or decisions	Owner	Timescale
A	<ul style="list-style-type: none"> SEND governor to arrange to meet the SENCo 	Lorna Cook/ SENCo	

8 School Development Plan (SDP)

The SDP was discussed at the FGB meeting on 27 June 2024.

Disadvantaged children made progress in all year groups apart from in Year 4 maths and writing and Year 5 writing.

	Actions or decisions	Owner	Timescale

9 Self-evaluation form (SEF)

The SEF was discussed at the FGB meeting on 27 June 2024.

	Actions or decisions	Owner	Timescale

10 Safeguarding (including behaviour, attendance and wellbeing)

The DHT presented the Safeguarding (including behaviour, attendance and wellbeing) Report for the summer term. The main points were as follows:

Attendance

The attendance figure for the summer term, not including Nursery or any Reception children younger than 5 years old, is currently 95.3%, which is higher than the Manchester figure of 94.4%.

The attendance figure for Pupil Premium children is slightly lower at 92.3%, which is a gap of minus 3%.

The Attendance Strategy Targets continue to focus on closing the attendance gap for Pupil Premium and non-Pupil Premium children, analysing specific groups and tailored support, including the attendance support plan, for those with severe absence. This year, the focus has been on tracking, monitoring and addressing persistent absentees.

Actions that are taking place are, weekly meetings with the DHT and Attendance lead, use of an attendance tracker, a meeting with DHT for the parents of children with less than 80% attendance and an Early Help offer to the parents of children with less than 80% attendance.

The successes have been that the school has received an Attendance Award from Fischer Family Trust (FFT) for being in the top 10% of schools for attendance in the autumn term, above LA average attendance and increased communication with families
Next steps are to review effectiveness & improvements for Support Plans with persistent absences.

The punctuality (lates) figures show a steady number across the terms and these are similar figures to last year. 47 penalty notices have been requested for unauthorised absence and 4 children are on attendance support plans.

Two children are of significant concern.

New guidance and expectations for attendance are being introduced by the DfE in August 2024, to be implemented from September 2024. The school will inform the parents of this new guidance before the summer holidays.

Safeguarding

The table shows the numbers of children in each of the categories of safeguarding.

There are 6 previously looked after children (PLAC) at the school who have Personal Education Plans (PEP). The PEP meetings in summer term focused on transition.

There are 19 Young Carers, 8 of whom are on Young Carers Plans.

Two vulnerable Year 6 children have been supported with weekly sessions from the Manchester SAFE Taskforce Project for Y6 to Y7 Transition Mentor scheme.

Asylum seekers have been added onto the report. There are currently 7 children who are asylum seekers who are living in temporary accommodation at a local hotel.

Staff training and updates have taken place and these were listed on the report.

E-Safety

Eleven incidents categorised as 'e-safety' were reported on CPOMS during the Summer Term. This is more than double from the previous term. All parents were contacted to inform them of the flagged incident by the Designated Safeguarding Lead (DSL) or the class teacher.

None of these were incidents of internet use at home – all happened in school on a school device. Curiosity has meant searching of adult content has happened, which has opened up conversations with children and parents.

One incident involved exposing others to serious violent content during school time and led to a suspension.

E-safety learning has taken place and the school continues to have Safety Protectors.

Behaviour

Many more children were in reflection and completed a reflection sheet than the red card figures suggest.

The Staff Governor commented that, while the teachers are using the red card system for behaviour incidents, they are not always being recorded on CPOMS.

Q: Is every red card discussed with the parents?

No, they are discussed if appropriate, usually at pick up or drop off time.

Four children, all in Year 6 have received external suspensions this year,

Q: How long were the suspensions?

One or two of them were a day long and the rest were half a day.

Q: How did their parents react to the children's suspensions?

They accepted the consequences.

A Behaviour and Wellbeing Mentor was appointed yesterday to start in September. See item 3.

Mental Health and Wellbeing

There were 34 incidents that were linked to mental wellbeing logged on CPOMS during the spring term, which is just over half from the previous term and significantly less than this term last year, which was 102. These were mainly linked to anxiety, refusal due to low mood, troubles at home or changes in behaviour.

Staff remain vigilant and observant in regards to mental health issues as well as making use of tools such as worry boxes/check in charts to help to identify problems. Staff know where to ask for further help and support.

In school provision includes, Drawing & Talking therapy sessions, delivered by 2 TAs, who have supported 12 different pupils this term and there are currently 3 children on the waiting list. Of the children seen, 10 were Pupil Premium.

Linda Lawson, expert play therapist, is in school every Tuesday. She has seen 3 children for weekly 1-1 sessions this summer term, 1 of which will continue into next year and 2 that will finish. She has continued to run a drop-in service for Years 5 and 6 during lunchtimes, where children self-refer if they're struggling.

Mary El Arabi offers lunchtime drop-in sessions for Years 3 and 4.

Lunchtimes

The school have continued to focus on the School Development Plan target: To ensure children are engaged, happy and active during playtimes and lunchtimes so that they enjoy playing alongside their peers in an inclusive and fun environment.

This was reported on in the FGB meeting on 27 June 2024.

Lunchtime Organisers have been given an appraisal target this year, which is: To develop positive behaviours and engagement of children during lunchtimes This has been led by the Lunchtime Supervisor. Evidence has been gathered, shared and discussed at an appraisal review meeting in the last few weeks.

Feedback from the children about the new playground was shared with the governors.

The Chair thanked the DHT for her report.

	Actions or decisions	Owner	Timescale

11 Policies

11.1 Young Carers in School Policy

This is a new policy.

The Young Carers in School Policy was approved by the C&W Committee.

11.2 PREVENT duty

This is the updated, recommended version from Manchester LA.

The PREVENT duty was approved by the C&W Committee.

11.3 Adult Acceptable Use of ICT Policy

The Adult Acceptable Use of ICT Policy was approved by the C&W Committee.

11.4 Pupils Acceptable Use of ICT Policy

The Pupils Acceptable Use of ICT Policy was approved by the C&W Committee.

It was agreed that the Pupils Acceptable Use Policy would be displayed on A3 paper in each classroom.

	Actions or decisions	Owner	Timescale
D	<ul style="list-style-type: none"> Young Carers in School Policy approved 	C&W Committee	
D	<ul style="list-style-type: none"> Prevent Duty approved 	C&W Committee	
D	<ul style="list-style-type: none"> Adult Acceptable Use of ICT Policy approved 	C&W Committee	
D	<ul style="list-style-type: none"> Pupil Acceptable Use of ICT Policy was approved 	C&W Committee	

12 Any other business

Website compliance

Duncan Wilson checked the website compliance and found that it was compliant, though some information was not readily visible. He found the website easy to navigate and that it showed who the school are. The HT has added the finance section.

The HT thanked Duncan for completing this.

The HT thanked the governors for their hard work and support during this academic year.

	Actions or decisions	Owner	Timescale

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