

# Curriculum Committee Meeting Minutes

**School:** Cavendish Community Primary School

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

**Chair:** Lorna Cook

**Clerk:** Jan Haslam

**Date of meeting:** 20.11.24

**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
Sarah Kilty	Parent	09/12/25	P
Sian Evans	Associate	19/09/26	P
*Oliver Gibson (Chair)	Co-opted	01/07/27	P
*Sami Khan	Parent	09/12/25	P
*Nic Kennedy (SBM)	Associate	20/09/26	P
Jade Ellis	Parent	09/12/25	Ap

## Others present

Name	Role
Jan Haslam	Clerk, One Education

## Agenda Items

<b>1</b>	<b>Welcome and apologies</b>		
All were welcomed to the meeting. Apologies were received and accepted from Jade Ellis.			
	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

<b>2</b>	<b>Declaration of Pecuniary Interests</b>		
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.			
	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

<b>3</b>	<b>Notification of confidential items or items for AOB</b>		
There was a notification of a confidential item which governors agreed to discuss first.			

There were no notifications of items of AOB.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

#### **4 Confidential item**

*A discussion was held of a confidential nature. This discussion is recorded in a confidential appendix and is not for release into the public domain.*

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

\* Oliver Gibson, Sami Khan and Nic Kennedy left the meeting

#### **5 Chair and Vice Chair elections**

The governors agreed to hold open elections.

Lorna Cook was elected as the Chair of the Curriculum and Wellbeing (C&W) Committee for the period of one year.

Sarah Kilty was elected as the Vice Chair of the Curriculum and Wellbeing (C&W) Committee for the period of one year.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>
<b>D</b>	<ul style="list-style-type: none"> <li>Lorna Cook elected as Chair of the Curriculum and Wellbeing Committee</li> </ul>	C&W Committee	1 year
<b>D</b>	<ul style="list-style-type: none"> <li>Sarah Kilty elected as the Vice Chair of the Curriculum and Wellbeing (C&amp;W) Committee</li> </ul>	C&W Committee	1 year

#### **6 Minutes of the last meeting (10.7.24) and matters arising**

The minutes of the last meeting were approved as an accurate record. A copy will be signed for retention on file.

##### Matters arising

Page 6, Item 7. As Lorna Cook is no longer the link governor for SEND, she has not met with the SENCo. A meeting will be arranged with the new link governors for SEND, Kieron Wilkinson and Jade Ellis and the SENCo.

Lorna Cook is meeting with Sian Evans on 22.11.24 to discuss attendance, in her role as link governor for attendance.

Sarah Kilty recommended looking on The Key for a relevant list of questions for governors to ask on visits, as she had found this useful.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>
<b>D</b>	<ul style="list-style-type: none"> <li>Minutes of the previous meeting (10.7.24) approved</li> </ul>	C&W Cttee	

#### **7 2023-24 pupil outcomes (validated data)**

The HT presented the Inspection Data Summary Report (ISDR) 2023-2024 for discussion and questions. This report is publicly available. The main points were:

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 first page of the report is useful as it reports on the school characteristics. The school locality has a very different deprivation index to the pupil base deprivation. It is important that this is communicated to anyone who comes in to inspect the school.

The Year 6 cohort for 2023-24 included a high number of children with English as an Additional Language (EAL) and on Free School Meals (FSM). Year 5 in that year was similar.

*Q: Has this always been the case historically?*

It is difficult to say as the school has not been three-form entry for long.

A governor commented that the school has had to adapt to this change and the change in cohorts.

The report only highlights features that are statistically significant.

The school is in the lowest 20% in comparison to schools with a similar level of deprivation for absence and persistent absence (PA).

The end of KS2 results show that the school was significantly below the national average for the expected standard in reading and writing. Reading at the higher standard was significantly above the national average which is positive.

The report shows that disadvantaged children were significantly below the expected standard in maths, English, punctuation, grammar and spelling (EPGS) and reading, writing and maths combined.

The HT presented the Manchester Integrated Data Set 2023-24 Manchester Local Authority (LA) carry out a thorough analysis of the school data as compared to other Manchester schools. This breaks down the ISDR into more detail.

*Q: What is the school's response to the writing data?*

The school has put together a plan to improve writing through holding a number of writing strategy meetings. Pathways to Writing has been introduced, which is a rigorous scheme showing clear progression. The teachers have received training on this scheme.

*Q: What specifically sits Pathways to Writing apart from the previous scheme used for writing?*

The previous scheme was written by the teachers, adapted from Pie Corbett's scheme, Talk for Writing. As the previous scheme was written by individual year groups, it was not necessarily built on the previous year's learning. Pathways to Writing does this and teachers can see the prior learning for previous year groups. Pathways to Writing also uses good quality texts. The scheme has been welcomed by the teachers.

*Q: How will the school address the gaps for the children who are already working below expected standard?*

The teachers are trying to address the gaps to enable the children to catch up. There has been additional training for teachers on this. The school are also putting in additional resources for specific groups, for example, the DHT is taking groups for interventions to address gaps. All the teachers have identified focus children in their class.

*Q: How do the teachers know what the children's gaps are?*

Through assessing the children's writing.

*Q: Are there a lot of children with the same gaps?*

Some have the same gaps.

The HT, DHT and AHT's have met with all the teachers for pupil progress meetings, which covers all the core areas. This is termly, for one hour per teacher. There tends to be more barriers to learning in writing.

*Q: Do the teachers come out of the meeting with an action plan?*

Teachers go into the meeting with a plan and the HT, DHT and AHT probe the contents of their plans.

A governor commented that this is a high time commitment for the HT and DHT.

*Q: Do the HT and DHT feel that pupil progress meetings have an impact?*

They have felt more impactful this time.

Children achieving a good level of development (GLD) in EYFS has gone up over the last three years.

The Year 1 phonics check results have also gone up over the last three years.

The Year 6 cohort in 2023-24 was an anomaly as they were a complex cohort. Two years ago, when the school received the tuition funding, the school achieved good results. This has affected the data for the following years as there is no longer tuition funding, plus the gaps are larger and more significant due to Covid.

A governor commented that the report from the Quality Assurance (QA) professional stated that the school needs to be Ofsted ready in terms of narrative.

The narrative is challenging. The school has to own the results but give reasons for the results. A lot of time, money and resources were spent that year on children with challenging behaviours. There were 6 children with Education Health Care Plans (EHCPs) for significant needs and a further 2 children with challenging behaviour. However, the school are pleased with the fact that all these children remained in the school.

A governor commented that, if the results of these children were removed from the data, the results are nearer to average.

Some children made a lot of personal progress which does not show up in the data.

A governor commented that the school has inclusive values and that this focus on inclusion can affect attainment.

A governor noted that the Income Deprivation Affecting Children Index (IDACI) for children with no postcode or out of Manchester has risen by 7% since 2022. This illustrates the higher rate of transition.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

### **8 2024-25 pupil progress data and assessment (including disadvantaged pupils)**

The HT presented the attainment overview for all pupils for the 2024-2025 Autumn term, main assessment.

The school are using a new online pupil tracking software called Insight, which is efficient to use. Following the Year 3 pupil progress meeting, the data has changed slightly from this report for that class. The English lead has supported one member of staff with the assessment of writing.

A governor commented that the results for reading for children with EAL in Years 4 and 6 were positive. There is also positive data for Year 6 Pupil Premium children.

*Q: Can the school explain why there is a drop in the number of children expected to be at the expected standard and greater depth from Year 2 to Year 3:*

The drop in greater depth could be due to the teacher's knowledge of how to assess for greater depth. There is no defined guidance for expected standard or greater depth at years 3, 4 and 5 so assessment of writing is more subjective. There is often a dip in the data from KS1 to KS2. The Year 3 teacher had assessed where the children are now whereas the assessment should be where the children are expected to be at the end of the year.

The DHT demonstrated briefly how Insight works and the detail than can be viewed. It was agreed that the DHT would show how Insight works in more detail at the next Curriculum Committee meeting.

*Q: Where does the data come from?*

The teachers input the data, which links to SIMS. It updates the data quicker than the Fischer Family Trust (FFT) software.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>
<b>A</b>	<ul style="list-style-type: none"> <li>• Demonstrate Insight to the Committee</li> <li>•</li> </ul>	DHT	19.3.25

### **9 SEND report and SEND Policy**

The HT presented the SEND Information report for 2024-25 and the SEND Policy for 2024-2027.

The SEND report has been updated. The five-a-day principal is new and gives the teachers a clear message around using adaptive teaching.

A governor commented that, in the maths and science curriculum meetings, the teachers talked about adaptive teaching methods.

The SEND Policy was approved by the Curriculum & Wellbeing Committee.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>
<b>D</b>	<ul style="list-style-type: none"> <li>SEND Policy approved</li> </ul>	C&W Committee	

## **10 External advisors report**

The new Quality Assurance (QA) professional, Sam Foord, visited the school on 26 September 2024 and the HT presented the report, the main points of which are as follows.

The visit focused on the data and it is clear from the report what the priorities are.

In EYFS, outcomes for GLD continue to reflect a three-year upward trend with data showing a rise. The percentages, however, were lower in the specific areas of Literacy and Numeracy, across the different ELGs.

A governor noted that, because the cohort is smaller, each child is worth more in terms of the percentage in the cohort.

*Q: Has the HT had the pupil progress meeting with the EYFS teachers yet?*

Not yet as it is too early. All children have completed the baseline test and the pupil progress meeting will be measured against this.

The school has put all the recommendations from the report into place but the SLT is aware of the need to not put too much pressure on the teachers.

The profile of writing has increased.

Attendance figures are positive and is a strength of the school due to the work of the DHT and her team.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

## **11 School Development Plan (SDP) update**

The HT went through the targets on the SDP.

These are:

**Aim 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.

**Aim 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 & adults.

**Aim 3 Brilliantly Happy, Healthy & Safety Learners** To ensure the social, emotional & physical health, safety and well-being of the children, their families & the staff of the school.

Aim 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.

Aim 5 Brilliant Learning Environment To ensure that the environment promotes the best learning outcomes and wellbeing of all pupils and staff.

The aims are more ambitious than last year.

In Priority 1, Teaching and Learning, there are three objectives. These are:

To raise attainment and progress in writing with a particular emphasis on disadvantaged learners.

To raise attainment and progress of disadvantaged learners.

To further develop inclusive classrooms ensuring teachers & TAs have a good understanding of SEND pupils' needs & best strategies to teach them.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

#### **11 Self-Evaluation Form (SEF) update**

The SEF will be discussed at the next Curriculum Committee meeting.

However, one area to note in the context, that has been updated, is the information regarding asylum seekers and transition.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>
<b>A</b>	<ul style="list-style-type: none"> <li>Discuss the SEF</li> </ul>	C&W Committee	19.3.25

#### **12 Safeguarding (including behaviour, attendance and wellbeing) update**

The DHT presented the Attendance, Safeguarding, Behaviour, E-safety & Wellbeing Governor's Report for the Autumn term.

##### Attendance

The attendance figures are positive.

There are two groups to focus on, Pupil Premium children and children with SEND, due to gaps.

The targets and actions are outlined on the report.

All PAs (<90%) are tracked, including actions to support, for example, Early Help offer.

Children below 90% (PAs) are identified and all have been put on an attendance support plan, unless illness or holiday were reasons for absence. There are currently six children on an attendance support plan.

*Q: What is the issue with the child who has 76% attendance?*

The child is in a complex situation and has complex needs. They are on an attendance support plan and are greeted every day by the Behaviour Mentor.

##### Safeguarding

There are slightly more children on the safeguarding list than the previous year but less for Operation Encompass Notifications.

Vulnerable children review meetings have taken place.

Staff have received training.

#### E-Safety

There have been no higher-level incidents.

One incident took place outside school.

New Safety Protectors (children) have been elected and they have created three goals for the year:

1. EVERYONE feels HAPPY to play and learn alongside one another.
2. EVERYONE feels SAFE in all areas of school, as well as online.
3. ALL CHILDREN have a voice that is heard about their SAFETY & HAPPINESS.

Road Safety Week has taken place.

#### Behaviour

8 children are on a behaviour support plan. The Behaviour Consultant is going to give advice on the plans and follow up with staff training. The Behaviour Mentor has been very effective at involving the staff and the families. The language around the behaviour management system changed from September.

There have been a similar number of wellbeing concerns as in the last report.

The Behaviour Mentor has been working in Year 4, supporting a child, and is starting to see improvements. She is now able to run intervention groups in the afternoons.

Sarah Kilty, link governor for safeguarding, met with the DHT. She checked the filtering system and completed the Single Central Record (SCR) check. The link governor was very impressed with the school culture around safeguarding.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

### **13 Policies**

#### 13.1 Attendance Policy

This is the Manchester Schools Attendance Policy

The Attendance Policy was approved by the C&W Committee.

#### 13.2 Relationships, Health and Education Policy

There were no changes to this policy.

The Relationships, Health and Education Policy was approved by the C&W Committee.

#### 13.3 First Aid Policy

Names of those who have received first aid training have been updated.

The First Aid Policy was approved by the C&W Committee.



**13.4 Anti-Bullying Policy**

The Rights have been added in and the Values updated. The Safety Protectors have produced a version for the children.

A governor suggested emphasising the procedures for parents, i.e., that parents should not confront the bully or their parents. The DHT will raise the profile of this in the policy.

The Anti-Bullying Policy was approved by the C&W Committee.

**15.5 Educational Visits Policy**

There are no updates to this policy.

The Educational Visits Policy was approved by the C&W Committee.

**15.6 Positive Handling Policy**

This is a new policy. Some members of the school staff will receive positive handling training. There are a small number of children who sometimes require physical interventions. The school has taken advice from a Behaviour Consultant. If a child needs a physical intervention, it will be on their support plan.

The Positive Handling Policy was approved by the C&W Committee.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>
<b>D</b>	<ul style="list-style-type: none"> <li>Attendance Policy and Attendance Summary approved</li> </ul>	C&W Committee	
<b>D</b>	<ul style="list-style-type: none"> <li>Relationships, Health and Education Policy approved</li> </ul>	C&W Committee	
<b>D</b>	<ul style="list-style-type: none"> <li>First Aid Policy approved</li> </ul>	C&W Committee	
<b>D</b>	<ul style="list-style-type: none"> <li>Anti-Bullying Policy approved</li> </ul>	C&W Committee	
<b>D</b>	<ul style="list-style-type: none"> <li>Educational Visits Policy approved</li> </ul>	C&W Committee	
<b>D</b>	<ul style="list-style-type: none"> <li>Positive Handling Policy approved</li> </ul>	C&W Committee	

**10 Any other business**

There were no items of AOB.

	<b>Actions or decisions</b>	<b>Owner</b>	<b>Timescale</b>

**Date and time of next meeting:**

**Wednesday 19 March 2025 @ 5.00pm**