

**DEANSBROOK INFANT SCHOOL**  
**COMMITTEE: Curriculum, Attainment and Standards      Date: 20<sup>th</sup> January 2025**

**Committee members:** Carole Catley (CC), Nikki Simon (NS), Julia Hutton-Squire (JH-S), Nick Mailer (NM) CHAIR, John Parnaby (JP), Judith Suissa (JS), Ryan Hannan (RH), Jade Cheung (JC), Ben Amoah (BA), Penka Georgiva Mihov (PG) Lisa Roberts (LR) (Minutes)

**Present:** CC, NS, NM JS, SD, PG, JH-S, LR

**Absent:** JC JP, BA (Joined at AOB)

Agenda Item	Discussion/Action	By	Deadline
1. Apologies received:	John Parnaby		
2. Minutes of last meeting	<ul style="list-style-type: none"> <li>Minutes from the previous meeting were agreed and approved as a true record of the meeting.</li> </ul>	ALL	
3. Matters arising	<ul style="list-style-type: none"> <li>PG shared her plans for fundraising for SEN equipment with the committee. A suggestion to use a QR code was deemed not viable, as confirmed by LR after consulting with Barnet.</li> </ul> <p><u>Action:</u> It was concluded that an information notice would be produced and provided to PG.</p>	PG  LR	

<p>4. Pupil Attainment and Progress 2024-2025</p>	<ul style="list-style-type: none"> <li>NS explained the data, which was uploaded to Governor Hub for members to access prior to the meeting. It was noted that only Reception data is available at present, as Nursery data will be provided at the end of the year.</li> </ul> <p><u>Reception Autumn data analysis and actions</u></p> <p>All Pupils: 57 Pupil Premium: 16 Boys: 30 Girls: 27 EAL: 42 SEN Support/EHCP: 7 Term of birth: A: 17 Spr: 19 Su: 21</p> <p><u>Headlines</u></p> <p>26% (15/57) of all children are on target to achieve GLD (compared to 25% - 14/56 in 2023/4 data). 19% (3/16) of PP children are on target to achieve GLD. 29% (12/41) of non-PP children are on target to achieve GLD. 23% (7/30) of boys are on target to achieve GLD. 30% (8/27) of girls are on target to achieve GLD. 19% (4/21) of summer-born children are on target to achieve GLD.</p> <p>It was noted that the overall cohort entered at a lower level, with a high proportion of EAL/SEN children. Some of these children will never be able to fully participate in class, and therefore may not achieve GLD. Additionally, Red Class is performing lower than Blue Class.</p> <p>Actions are in place to develop communication and language, including the use of building equipment such as Lego to encourage talking. A new intervention, <i>Tales Toolkit</i>, has been introduced, along with <i>Wiggle While You Work</i>.</p> <ul style="list-style-type: none"> <li>RH enquired about the progress of these actions. NS confirmed that, so far, they are going very well.</li> <li>CC added that a contract is being implemented between teachers and support staff to review the timetable and ensure the best use of support staff. Meetings have started and will continue to ensure that best practice is maintained and continued.</li> </ul>	<p>NS</p>	
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- RH enquired whether the LEP (Language Enrichment Programme) is established. NS confirmed that *Talk Boost* is in operation, and small groups are being worked with by CC & NS.
- CC added that the LEP was introduced across the borough two years ago and continues to prove successful.
- CC added that as the cohort was new in September 2025, the SEN needs have now been identified following a challenging start. The SEND pupils have now settled in the new SEND space, *The Nest*, with expert staff, which allows for a focused approach to supporting the low attainers.
- JS enquired about EAL (42%), and NS confirmed that it is similar to last year, noting that the school has always had a high level of EAL.  
CC added that the whole school EAL is 76%, which is not unusual. However, by Year 2, progress has historically always been good.

- KS1 data analysis and actions

#### Year 1 attainment and progress Baseline 24-25

Cohort-58 Boys- 29 Girls-29 PP-13 EAL-46

Autumn Cohort -60 Boys- 29 Girls-31 PP-13 EAL-48.

#### Reading

Reading attainment is significantly lower compared to last year

Girls are achieving higher than boys

- NS added that there are concerns regarding the data, with only 42% of pupils on track. NS and CC have discussed this with teachers, and support is being reviewed with regards to timetabling. Progress has been made, including the addition of extra phonics groups with CC & NS.
- CC added that MITA (Maximising the Impact of Teaching Assistants) training for all staff has been included in the SDP. Staff members started the training last week, with two more sessions planned over the next two weeks.

### Writing

Writing attainment is significantly lower compared to last year

Girls are achieving slightly higher than boys.

- NS discussed *Guided Reading* as an example, questioning whether it is the best use of 30 minutes per day. As a result, changes are being made to the writing curriculum.
- NS enquired 'Why? NS/CC responded that we are looking at the English Curriculum as we have not done this over recent years and it is good practice to 'revise. Review & look at where improvements can be made.
- NS added that the high cohort of EA. New to English has an impact.
- CC added that mobility has changed & increased as more children are from overseas in year and require more support, therefore the curriculum requires adjusting.
- NM added that also was the severe SEND plus the overseas EAL having a huge impact?
- CC agreed 100% fair to say, as 7 children cannot access the curriculum.
- CC discussed writing as an example, stating that we are going back to basics by reinforcing the use of capital letters and full stops. While previous cohorts were able to manage this, the current cohort is struggling, so adjustments are being made to the teaching approach in response to the current situation.
- NS added that Phonics Screening is Key!

### Maths

Maths's attainment is significantly lower compared to last year

Girls are achieving significantly higher than boys.

RH enquired if pupils were having '*cognitive overload*'? CC confirmed that this could be the case, therefore we are adjusting our teaching due to this.

NS added that the Maths Lead has left, NS to take over, and the aim is to strengthen this subject up. CC added that '*Computing*' would be given to another teacher going forward.

- NM enquired that due to the school large deficit, as leaders, are you reluctant to spend to support the curriculum as the governing body would fully support any purchases made to improve the results.

- NS add that we are trying to teach the curriculum with the funding we have as we are aware that there is no further funding available. Lots of schools are going back to the basics, without putting in more support, without financial support.
- NM added that the Governing Body is very supportive if authorisation was needed to access additional resources.
- CC added that NS and CC had discussed employing a new staff member, but they felt this might be a quick fix. Therefore, the current focus is on utilising the existing staff and improving the current timetabling and provision in place.
- JH-S enquired if this cohort was low in reception?
- NS confirmed they were, however we are looking at how the children are assessed in the Autumn term, and this needs to be tighter.

#### Year 2 – 24-25

Baseline Cohort- 57 Boys-33 Girls- 24 PP-21 EAL- 40

Autumn Cohort- 57 Boys-33 Girls- 24 PP-21 EAL- 40

#### Reading

Reading attainment for all pupils is similar to last year's attainment

Pupil premium children are achieving better than all pupils

EAL children are not achieving as well as all pupils

Girls are achieving better than boys

#### Writing Attainment

Writing attainment for all pupils is similar to last year's attainment

Pupil premium children are achieving better than all pupils

EAL children are not achieving as well as all pupils

Girls are achieving better than boys

#### Maths Attainment

Maths attainment for all pupils is better than last year's attainment

Pupil premium children are achieving better than all pupils

EAL children are not achieving as well as all pupils

Boys are achieving better than boys

<p>5. SEV (School Evaluation Visit) Report</p> <p>6. School Development Plan update</p> <p>7. Link Governor visits to school</p>	<ul style="list-style-type: none"> <li>• NS expressed satisfaction with Year 2. No major concerns reported.</li> <li>• PP is performing well, with positive feedback about progress.</li> <li>• EAL remains a concern and requires attention.</li> <li>• Focus groups are now in place to address specific needs and monitor progress.</li> <li>• CC highlighted that this is a standard situation, and the performance of PP is notably impressive.</li> <li>• NS noted that concerns are generally few, but writing results are consistently lower, likely linked to the ongoing curriculum changes.</li> <li>• CC added that this cohort achieved higher results in EYFS, which suggests a loose correlation between early achievement in EYFS and later performance in KS1.</li> <li>• NS advised that the Year 2 classes were mixed this term for various reasons. A long-term supply teacher has been assigned, and so far, it is working well.</li> </ul> <ul style="list-style-type: none"> <li>• CC explained that for the past 18 months, visits from Helen and Alison were fortnightly. These are now termly as the school is no longer an RI school. So far, Claire Simms has visited once. This visit went very well, with Claire understanding the school, agreeing with the report, and confirming that many schools in the borough are facing challenges with writing. Claire will return in March.</li> <li>• RH asked if there were any surprises from the visit. CC responded no and that an accurate summary of the day was reported.</li> <li>• NS clarified that the next steps for the school had been decided internally and not based on suggestions from Claire.</li> </ul> <ul style="list-style-type: none"> <li>• CC discussed the SDP and advised the committee that all members had seen this version. Special attention was drawn to the MITA section, which has been added.</li> <li>• CC explained how the contract between teachers and support staff would be managed.</li> </ul> <ul style="list-style-type: none"> <li>• CC explained that the learning walks had worked well last year and welcomed any dates or suggestions for this year.</li> <li>• RH agreed, suggesting that fixed days would work better, and highlighted that the learning walks had been useful.</li> </ul>	
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.AOB	<ul style="list-style-type: none"><li>• JS added that the learning walks would be more effective if lesson plans were provided ahead of time.</li><li>• CC agreed, confirming that providing lesson plans would not be a problem.</li><li>• RH asked if governors could be given pointers to help with understanding the subject focus during the learning walks, so they would know what to look at and for.</li><li>• CC added that dates for Governor Visits would be distributed after the February half term. These visits would typically take place in the morning, suggested week commencing 03/03/25.</li></ul> <p><u>Action</u> A timetable will follow.</p> <ul style="list-style-type: none"><li>• BA joined meeting and provided his apologies for his late attendance.</li></ul> <p>Date of next meeting – Wednesday 14/05/2025 - Virtual</p>	CC	